<table>
<thead>
<tr>
<th>Goal 1</th>
<th>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.</th>
<th>New York State English Language Arts (ELA) Exam</th>
<th>Evidence: Percentage of students testing at levels 3 and 4 on the state ELA exam (ELA measure 1 &gt;= 75%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School Students in at Least 2nd Year:</td>
<td></td>
<td></td>
<td>3 – 47.8% 4 – 56.1% 5 – 61.2% All – 55.2%</td>
</tr>
<tr>
<td>Although the 75% Goal was not met, our students made significant gains this year and we outperformed District 7, NYC and NY State. SBCSICA is using the Fountas &amp; Pinnell intervention program for all eligible students. The program is being used daily and weekly. 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 &amp; TBL skills with their students.</td>
<td>If not Met, Describe Efforts to be Taken</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Goal 2 | Each year, 75% of students in each assessed in grades K-2 will perform at or above level 3 on the Checklist Assessment Analysis | Checklist Assessment Analysis results - ELA | Evidence:  
K – 39%  
1 – 50%  
2 – 54.7%  
Total – 46.6%  
| 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. SBCSICA is using the Fountas & Pinnell intervention program for all eligible students. The program is being used daily and weekly. Additionally, professional development in the areas of inquiry, critical thinking, questioning, and differentiation are on-going as are institutes for teachers to upgrade |
| 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 | Evidence: Percentage of students testing at levels 3 and 4 on the state ELA exam (ELA measure 1 >= 75%) | Charter School Students in at Least 2nd Year:  
3rd Grade (2014-15) 25.8% > 4th Grade (2015-16) 56.1%  
4th Grade (2014-15) 29.6% > 5th Grade (2015-16) 61.2% | 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 | Evidence: The school no longer uses the Terra Nova assessment. As a result, this goal cannot be measured. In upcoming reports, the school will | N/A |
We no longer administer standardized assessments to children in grades K-2.

| 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 | Evidence: Percentage of students testing at levels 3 and 4 on the state mathematics exam (mathematics measure 1 >= 75%)  
Charter School Students in at Least 2nd Year:  
3 – 14.5%  
4 – 56.9%  
5 – 57.1%  
All – 43.9% | Goal was not met, however students in Grades 4 & 5 made significant gains and outperformed District 7 and NYC in mathematics.  
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 *TERC Investigations* 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>| 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 TERC Investigations curriculum to ensure Critical Content/Major Clusters are met &amp; 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 My Math curriculum, that |</p>
<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Evidence:</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>above a Level 3.</td>
<td>of enrollment outperformed the average of Community School District 7.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>3rd Grade – 14.5% (SBCSICA) &lt; 24% (CSD 7)</td>
<td>4th Grade – 56.9% (SBCSICA) &gt; 23% (CSD 7)</td>
<td>Maintain growth in Grades 4 &amp; 5 through appropriate implementation of <em>My Math</em> curriculum that reflects Critical Content of Major Clusters &amp; continue with format for 2 hour Math block.</td>
</tr>
<tr>
<td></td>
<td>5th Grade – 57.1% (SBCSICA) &gt; 16% (CSD 7)</td>
<td>Total – 43.9% (SBCSICA) &gt; 21% (CSD 7)</td>
<td></td>
</tr>
<tr>
<td>Goal 8</td>
<td>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.</td>
<td>New York State Mathematics Exam Evidence: Percentage of students testing at levels 3 and 4 on the state mathematics exam (mathematics measure 1 &gt;= 75%)</td>
<td>The goal was not met.</td>
</tr>
<tr>
<td></td>
<td>Charter School Students in at Least 2nd Year:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3rd Grade (2014-15) 18.7% &gt; 4th</td>
<td>Significant growth for Grades 4 &amp; 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The baseline performance of 3rd graders now in fourth grade increased by 38.2%</td>
<td></td>
</tr>
<tr>
<td>Goal 9</td>
<td>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.</td>
<td>Terra Nova results - Mathematics</td>
<td>Evidence: 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.</td>
</tr>
<tr>
<td>Goal 10</td>
<td>Each year, 75% of students in each assessed</td>
<td>New York State Science Exam</td>
<td>Evidence: The goal was met.</td>
</tr>
<tr>
<td>Goal</td>
<td>Description</td>
<td>Assessment</td>
<td>Evidence</td>
</tr>
<tr>
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</tr>
<tr>
<td>Goal 11</td>
<td>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.</td>
<td>New York Social Studies Exam</td>
<td>New York Social Studies Exam</td>
</tr>
<tr>
<td>Goal 12</td>
<td>Each year, the school will be designated in “Good Standing” under the Federal Title I component of the state’s “school accountability system.”</td>
<td>NCLB accountability system</td>
<td>Based on the 2015-16 data the school has been designated in “Good Standing”</td>
</tr>
<tr>
<td>Goal 13</td>
<td>The school will receive a ‘B’ or higher on the Student Progress section of the NYCDOE Progress Report.</td>
<td>NYCDOE Progress Report</td>
<td>SBCSICA’s 2015-16 Progress Report has not been released at the time of this writing.</td>
</tr>
<tr>
<td>Goal 14</td>
<td>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 Charter school students in at least 2nd year.</td>
<td>New York State English Language Arts (ELA) Exam</td>
<td>Evidence: Grade percent of students at levels 3 and 4 (ELA measure 2 comparative data)</td>
</tr>
</tbody>
</table>
students in the local school district in the same grade who perform at or above a Level 3.

Students in at least 2nd year of enrollment outperformed the average of Community School District 7.

<table>
<thead>
<tr>
<th>Grade</th>
<th>SBCSICA (%)</th>
<th>CSD 7 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>47.8%</td>
<td>26%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>56.1%</td>
<td>24%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>%</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>55.3%</td>
<td>21%</td>
</tr>
</tbody>
</table>

2015-16 Progress Toward Attainment of Organizational Goals

<table>
<thead>
<tr>
<th>Organizational Goal</th>
<th>Measure Used to Evaluate Progress</th>
<th>2015-16 Progress Toward Attainment</th>
<th>If not Met, Describe Efforts to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>Each year, the school will have an average daily student attendance rate of at least 95 percent.</td>
<td>NYCDOE Progress Report.</td>
<td>The 2015-16 average daily student attendance at SBCS was below the 95% threshold. The 2015-16 average daily student attendance at SBCS was 92.56%. Goal was not met In order to improve attendance the following will take place: • attendance recognition award assembly • monthly pizza parties • attendance</td>
</tr>
<tr>
<td>Goal 2</td>
<td>Each year, 95 percent of all students enrolled on the last day of the school year will return the following September.</td>
<td>School attendance records</td>
<td>The percentage of students continuing to enroll at SBCSICA from the 2014-15 to the 2015-16 school year was below the 95% threshold. The percentage of students continuing to enroll at SBCSICA from the 2014-15 school year to the 2015-16 school year was 93.3%. The goal was not met. 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.</td>
</tr>
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</tr>
<tr>
<td>Goal 3</td>
<td>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.</td>
<td>School records</td>
<td>The school is in Good Standing Goal was met.</td>
</tr>
<tr>
<td>Goal 4</td>
<td>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-</td>
<td>School records</td>
<td>The Academic Vision Team consistently meets to discuss and assess student data. Monthly diagnostic and predicators were administered and data was disaggregated for Goal was met.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Goal 5</th>
<th>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.</th>
<th>School records</th>
<th>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.</th>
<th>Goal was met.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 6</td>
<td>100% of teachers will analyze data, create individualized student plans, and plan for instruction using collected data</td>
<td>School records</td>
<td>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.</td>
<td>Goal was met.</td>
</tr>
<tr>
<td>Goal 7</td>
<td>Each year, student enrollment will be within 15% of full enrollment as defined in the school’s contract.</td>
<td>ATS</td>
<td>In the 2015-16 school year, SBCSICA’s enrollment was within 12% of full enrollment (415/468)</td>
<td>The goal was met.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Goal 8</td>
<td>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%.</td>
<td>NYC DOE School Survey</td>
<td>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.</td>
<td>The goal was met.</td>
</tr>
<tr>
<td>Goal 9</td>
<td>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.</td>
<td>NYC DOE School Survey</td>
<td>Evidence: SBCSICA 2014-15 Teachers (100% participation): 85% of the teachers’ survey results were positive.</td>
<td>The goal was met.</td>
</tr>
</tbody>
</table>
**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%.

<table>
<thead>
<tr>
<th>Financial Goals</th>
<th>Measure Used to Evaluate Progress</th>
<th>2015-16 Progress Toward Attainment</th>
<th>If not Met, Describe Efforts to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>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.</td>
<td>School financial audit</td>
<td>The school has undergone an independent financial audit annually and to date no major findings have resulted</td>
</tr>
<tr>
<td>Goal 2</td>
<td>Each year, the school will operate on a balanced budget and maintain a stable cash flow.</td>
<td>School financial records</td>
<td>SBCS has a budget surplus as well as healthy and stable cash flow.</td>
</tr>
</tbody>
</table>

**NYC DOE School Survey**

5th Grade students were not surveyed. This measure could not be assessed.

N/A