

<b>Absolute Performance and Academic Growth</b>				
	Academic Student Performance Goal	Measure Used to Evaluate Progress	2018-19 Progress Toward Attainment	If not Met, Describe Efforts to be Taken
Absolute Performance Goal 1	Each year, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for the Community School District (CSD) in which the school is located.	New York State English Language Arts (ELA) Exam	Evidence:  N/A	The goal cannot be measured because the New York State ELA exam was not administered in the 2019-20 school year due to the COVID-19 outbreak.
Absolute Performance Goal 2	Each year, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for New York City.	New York State English Language Arts (ELA) Exam	Evidence:  N/A	The goal cannot be measured because the New York State ELA exam was not administered in the 2019-20 school year due to the COVID-19 outbreak.

Absolute Performance Goal 3	Each year, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for the Community School District (CSD) in which the school is located.	New York State Mathematics Exam	Evidence:  N/A	The goal cannot be measured because the New York State ELA exam was not administered in the 2019-20 school year due to the COVID-19 outbreak.
Absolute Performance Goal 4	Each year, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for New York City.	New York State Mathematics Exam	Evidence:  N/A	The goal cannot be measured because the New York State ELA exam was not administered in the 2019-20 school year due to the COVID-19 outbreak.

<p>Academic Growth Goal 1</p>	<p>Based on the proficiency rates on the New York State ELA examination, the school will demonstrate positive academic growth in each year of the charter term</p> <p>Because the State ELA examination was not administered this year due to the COVID-19 outbreak, this goal will be measured through the school's interim ELA assessment results.</p>	<p>Interim ELA assessment exam</p>	<p>Evidence:</p> <p>Difference in the percentage of students performing at a proficient level on the school's interim ELA assessment from the 2018-19 school year to the 2019-20 school year.</p> <p>Kindergarten - -1%  1<sup>st</sup> Grade - -15%  2<sup>nd</sup> Grade - -3%  3<sup>rd</sup> Grade – -31%  4<sup>th</sup> Grade – -23%  5<sup>th</sup> Grade – +24%  6<sup>th</sup> Grade – -6%  7<sup>th</sup> Grade – N/A</p> <p>Difference in the percentage of students performing at a proficient level on the ELA exam by cohort:</p> <p>2018-19 kindergarten students results as 1<sup>st</sup> grade students on the 2019-20 assessment - -26%</p> <p>2018-19 1<sup>st</sup> grade students results as 2<sup>nd</sup> grade students on the 2019-20 assessment - -2%</p>	<p>The goal was partially met. The school's 6<sup>th</sup> grade had a higher percentage of students achieving proficiency on the interim ELA assessment in the 2019-20 school year compared to the 2018-19 school year.</p> <p>Additionally, the cohort of students who were in 2<sup>nd</sup> grade in the 2018-19 school year had a two percentage point increase in students achieving proficiency when they took the assessment as 3<sup>rd</sup> graders in the 2019-20 school year and the cohort of students who were in 5<sup>th</sup> grade in the 2018-19 school year had a 36 percentage point increase in students achieving proficiency when they took the assessment as 6<sup>th</sup> graders in the 2019-20 school year.</p> <p>The comparisons from 2018/19 to 2019/20 was very difficult since all the assessments were done virtually and scheduling the one on one to do the DRAs and EDLs were challenging. Although we gathered scores we often</p>
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<p>Academic Growth Goal 2</p>	<p>Based on the proficiency rates on the New York State Mathematics examination, the school will demonstrate positive academic growth in each year of the charter term</p> <p>Because the State mathematics examination was not administered this year due to the COVID-19 outbreak, this goal will be measured through the school's interim mathematics assessment results.</p>	<p>Interim mathematics assessment exam</p>	<p>Evidence:</p> <p>Difference in the percentage of students performing at a proficient level on the mathematics exam from the 2018-19 school year to the 2019-20 school year.</p> <p>Kindergarten – +2%  1<sup>st</sup> Grade – +2%  2<sup>nd</sup> Grade – +10%  3<sup>rd</sup> Grade – -35%  4<sup>th</sup> Grade – 0  5<sup>th</sup> Grade – +39%  6<sup>th</sup> Grade – -18%</p> <p>Difference in the percentage of students performing at a proficient level on the ELA exam by cohort:</p> <p>2018-19 kindergarten students results as 1<sup>st</sup> grade students on the 2019-20 assessment - -11%</p> <p>2018-19 1<sup>st</sup> grade students results as 2<sup>nd</sup> grade students on the 2019-20 assessment - +45%</p> <p>2018-19 2<sup>nd</sup> grade students</p>	<p>The goal was partially met. The school's kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, and 5<sup>th</sup> grade saw an increase in the students performing at proficiency on the interim mathematics assessment between the 2018-19 and 2019-20 school years.</p> <p>Additionally, the cohort of students who were in 1<sup>st</sup> grade in the 2018-19 school year had a 45 percentage point increase in students achieving proficiency when they took the assessment as 2<sup>nd</sup> graders in the 2019-20 school year, the cohort of students who were in 4<sup>th</sup> grade in the 2018-19 school year had a 13 percentage point increase in students achieving proficiency when they took the assessment as 5<sup>th</sup> graders in the 2019-20 school year, the cohort of students who were in 5<sup>th</sup> grade in the 2018-19 school year had a 23 percentage point increase in students achieving proficiency when they took the assessment as 6<sup>th</sup> graders in the 2019-20 school year, and the cohort of students who were in 6<sup>th</sup> grade in the 2018-19 school year had a five percentage point increase in students achieving proficiency when they took the assessment in 7<sup>th</sup> grade in the</p>
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Academic Growth Goal 3	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on the New York State ELA examination proficiency rates for that applicable population.	New York State English Language Arts (ELA) Exam	Evidence:  N/A	The goal was met.  The goal cannot be measured because the New York State ELA exam was not administered in the 2019-20 school year due to the COVID-19 outbreak.
Academic Growth Goal 4	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on the New York State ELA examination proficiency rates for that applicable population.	New York State English Language Arts (ELA) Exam	Evidence:  N/A	The goal cannot be measured because the New York State ELA exam was not administered in the 2019-20 school year due to the COVID-19 outbreak.

Academic Growth Goal 5	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced-price lunch program, the school will demonstrate positive academic growth on the New York State ELA examination proficiency rates for that applicable population.	New York State English Language Arts (ELA) Exam	Evidence:  N/A	The goal cannot be measured because the New York State ELA exam was not administered in the 2019-20 school year due to the COVID-19 outbreak.
Academic Growth Goal 6	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on the New York State Mathematics examination proficiency rates for that applicable population.	New York State Mathematics Exam	Evidence:  N/A	The goal cannot be measured because the New York State ELA exam was not administered in the 2019-20 school year due to the COVID-19 outbreak.

Academic Growth Goal 7	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on the New York State Mathematics examination proficiency rates for that applicable population.	New York State Mathematics Exam	Evidence: N/A	The goal cannot be measured because the New York State ELA exam was not administered in the 2019-20 school year due to the COVID-19 outbreak.
Academic Growth Goal 8	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced-price lunch program, the school will demonstrate positive academic growth on the New York State Mathematics examination proficiency rates for that applicable population.	New York State Mathematics Exam	Evidence: N/A	The goal cannot be measured because the New York State ELA exam was not administered in the 2019-20 school year due to the COVID-19 outbreak.

### Responsive Educational Program and Environment

	Organizational Goal	Measure Used to Evaluate Progress	2019-20 Progress Toward Attainment	If not Met, Describe Efforts to be Taken
Goal 1	Each year, the school self-reported average daily student attendance rate shall meet or exceed the average daily attendance for the Community School District (CSD) 7 elementary schools.	School records	The school's average daily student attendance rate for the 2019-20 school year was <b>XX</b> %.	CSD 7's daily student attendance rate for the 2019-20 school year was not available at the time of this report's submission.

Goal 2	Each year, the percentage of students enrolled in ATS on October 31 of a given school year that are enrolled in ATS on October 31 the following school year will exceed the rate of the Community School District (CSD) 7 elementary schools.	School records	89% of non-graduating students enrolled in the school in the 2018-19 school year returned in the 2019-20 school year.	The percentage of CSD 7 students returning to their school from the 2018-19 school year to the 2019-20 school year was not available at the time of this report's submission.
Goal 3	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents for English language learners.	School records	In the 2018-19 school year, 33% of SBCSICA's students were English language learners.	The Board of Regents has not provided a standard to measure this goal.
Goal 4	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents for students with disabilities.	School records	In the 2018-19 school year, 5% of SBCSICA's students were children with disabilities.	The Board of Regents has not provided a standard to measure this goal.
Goal 5	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents for free and reduced-price lunch.	School records	In the 2018-19 school year, 93% of SBCSICA's students were identified as economically disadvantaged.	The Board of Regents has not provided a standard to measure this goal.
Goal 6	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents for English language learners.	School records	89% of SBCSICA's non-graduating English language learners returned to the school between the 2018-19 and 2019-20 school years	The Board of Regents has not provided a standard to measure this goal.



Goal 7	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents for students with disabilities.	School records	5% of SBCSICA's non-graduating students with disabilities returned to the school between the 2017-18 and 2018-19 school years	The Board of Regents has not provided a standard to measure this goal.
Goal 8	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents for free and reduced-price lunch.	School records	87% of SBCSICA's non-graduating economically disadvantaged returned to the school between the 2018-19 and 2019-20 school years	The Board of Regents has not provided a standard to measure this goal.

#### Financial Sustainability and Internal Controls

	Financial Goals	Measure Used to Evaluate Progress	2019-20 Progress Toward Attainment	If not Met, Describe Efforts to be Taken
Goal 1	Each year, the school will maintain a stable cash flow as evidenced by having 60 days of unrestricted cash on hand reported in their yearly independent fiscal audit.	School financial audit	The school has undergone an independent financial audit annually and to date no major findings have resulted	The goal was met.
Goal 2	Each year, the school will operate on a balanced budget. A budget will be considered "balanced" if revenues equal or exceed expenditures.	School financial records	SBCS has a budget surplus as well as healthy and stable cash flow.	The goal was met.
Goal 3	Each year the school will meet or exceed 85% of their authorized enrollment on 10/31 as recorded in ATS	ATS	In the 2019-20 school year, SBCSICA's enrollment was within 15% of full enrollment	The goal was met.

