

The State Education Department
The University of the State of New York

Office of Innovative School Models

Charter Schools Office
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Albany, New York 12234
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Charter School Annual Report
2009 - 2010

Charter School Information and Cover Page

Name of Charter School Elmwood Village Charter School

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BEDS # 140600860896

District/CSD of Location Buffalo

Charter Entity New York State Education Department

Date School First Opened for Instruction September 6, 2006

School Leader John W. Sheffield

(print name)

E-mail Address of School Leader jsheffield@elmwoodvillageschool.org

President, Board of Trustees Liz Evans

(print name)

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Progress toward Goal Attainment Elmwood Village Charter School

In our fourth year of operation, EVCS continued to show gains and was recognized as a high performing school in Buffalo. The school has waiting lists for all grade levels, a relatively stable faculty, an established and consistent administration, and a steadfast board of trustees. With the exception of students moving out of the area or testing into a district honors school, the student body is also stable.

In 2010, a new scaled score conversion chart was released. In order to accurately compare the scores from 2009 to 2010, EVCS applied the more rigorous 2010 conversion scale to our 2009 NYS Assessment results. Using the same chart for both years helped us to more accurately assess student achievement and teacher performance. The application of the more rigorous 2010 conversion scale to our 2009 scores revealed that the school achieved a 9% overall increase on the New York State Assessment in ELA and achieved an 11% overall increase on the New York State Assessment in Math. Compared to the same grade levels in 2010, Elmwood Village Charter School exceeded district performance by 50% in ELA and 55% in Math. Furthermore, in 2010, EVCS surpassed NYS performance by 26% in ELA and 24% in mathematics on NYS Assessments. Our scaled scores on the 2010 NYS Assessments were the highest of any public elementary school in the City of Buffalo, and surpassed most suburban districts. 22% of our students scored in the Level IV range on the ELA Assessment, and 46% of our students scored in the Level IV range on the Mathematics Assessment. These results affirm that our efforts to challenge students to achieve beyond proficiency are meeting with success.

In our fifth year of operation, Elmwood Village Charter School continues to develop new and better techniques of using our data to drive instruction and to better prepare our students to meet

and exceed the new and more rigorous State Standards. Using our Terra Nova reports and other assessment data, we continue to better target specific areas of need. Team planning and consultation time have been increased in the weekly schedule. We are concentrating on giving the teachers strategies to interpret and use assessment data to more efficiently differentiate instruction. This year, EVCS implemented the DORA and DOMA programs to help the teachers better implement the Response to Intervention (RTI) method. The Special Services Coordinator conducted in-services in August to help the teachers understand and better utilize RTI.

In collaboration with Medaille College, students who are identified through DIBELS and Terra Nova testing as having deficits in reading are offered two after-school sessions each week of an intensive reading clinic.

EVCS has been working extremely hard on team teaching and optimum utilization of assistants, consultant teachers, and Title I staff. This has enabled us to expanded opportunities for differentiated instruction through the use of learning centers, technology, and academic choice. The teachers are also able to divide the students into small groups to create the most favorable learning opportunities.

Our data has shown us that the longer students have been enrolled at EVCS, the higher they perform on standardized tests and state assessments. This led us to implement a plan to assess transfer students immediately upon their entry into the school in order to identify their learning needs in a timely manner. In addition to programmatic and teacher generated assessments, we have introduced the DORA and DOMA programs to more rapidly assesses and assimilate new students into the academic culture of Elmwood Village Charter School.

In the 2010-2011 school year, we were able to retain a certified teacher to serve as a Title I teaching assistant to work under the direction of our Title I reading and math teacher. Together,

they implement AIS for both reading and math by using a variety of programs to tailor instruction to the students' needs. They are currently using a corrective reading program to address fluency and reading comprehension, pushing into classrooms daily to facilitate small group learning experiences, and implementing an early intervention program in the primary grades. They are using a variety of assessments, including DORA/DOMA, DIBELS, State Assessments, Mid-Year Everyday Mathematics Assessment, and Terra Nova tests to monitor student progress and adjust students' AIS plans.

In the area of Special Education, we have four special education teachers. Three out of the four work with only one grade level, and the fourth works with two grade levels. We are working hard at perfecting our co-teaching techniques so that we are meeting the diverse needs of all of our students within the general education setting. The special education teachers also work with the classroom teachers to introduce a variety strategies that work with a wide-range of learners.

This year, EVCS employed a certified ESL teacher to serve the needs of the increasing number of students with limited English proficiency. The number of students with limited English proficiency increased this year from 0% to 3% school-wide, with 8% of our current kindergarten class receiving ESL services.

Ongoing professional growth is highly valued at EVCS. Our professional development plan is designed to meet the long and short-term objectives of the school. In the 2010-2011 school year, all teachers were once again required to participate in workshops that were arranged by the Board of Trustees at the recommendation of the Director. Throughout the school year, other professional development opportunities are provided for staff either on site or off campus.

An important part of our formal professional development plan consists of goal setting and monitoring the progress that each teacher is making toward achieving his/her goals. The process evolves from self-reflection, peer observations, formal classroom observations, recommendations from mentor teachers, and an analysis of student achievement based on assessment data. In the 2010-2011 school year, EVCS is collaborating with other charter schools to participate in the state-wide school improvement initiatives resulting from RtT. Through this collaboration, EVCS expects to be able to offer our teachers access to even more resources and professional development opportunities.

Elmwood Village Charter School is proud of what we have been able to accomplish. We recognize, however, that success does not happen by accident and it cannot be sustained with complacency. As an entire staff, we strive for a collaborative, reflective, and focused experience that will enable us to continue to meet the diverse needs of our students.

*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2009-10 Annual Report*

Grades 3 – 8 State ELA Assessments Results

Year of Test	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8				
	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	L4	
2009-10 – All Students	0	16	40	0	24	72	4	4	20	52	24	5	18	64	14					
General Education Students	0	5	45	0	18	77	5	0	15	55	30	5	15	65	15					
Special Education Students	0	100	0	0	67	33	0	20	40	40	0	0	50	50	0					
2008-09 – All Students	4	17	70	9	4	12	80	4	0	26	57	17	0	4	96	0				
General Education Students	0	6	83	11	0	10	86	5	0	17	67	17	0	0	100	0				
Special Education Students	20	60	20	0	25	25	50	0	0	60	20	20	0	25	75	0				
2007-08 – All Students	8	12	60	20	0	20	64	16	0	24	72	4								
General Education Students	10	5	60	25	0	14	71	14	0	15	80	5								
Special Education Students	0	40	60	0	0	50	25	25	0	60	40	0								
2006-07 – All Students	0	38	63	0	23	14	64	0												
General Education Students	0	29	71	0	11	16	74	0												
Special Education Students	0	100	0	0	100	0	0	0	0	0	0	0								

New York State Assessment Results

Grades 3 – 8 State Math Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8								
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	
2009-10 – All Students	0	20	24	56	0	16	36	48	0	12	40	48	0	14	55	32													
General Education Students	0	14	23	64	0	9	41	50	0	5	40	55	0	10	55	35													
Special Education Students	0	67	33	0	0	67	0	33	0	40	40	20	0	50	50	0													
2008-09 – All Students	0	4	65	30	0	0	36	64	0	9	43	48	0	17	58	25													
General Education Students	0	0	61	39	0	0	33	67	0	6	39	56	0	15	55	30													
Special Education Students	0	20	80	0	0	0	50	50	0	20	60	20	0	25	75	0													
2007-08 – All Students	0	8	64	28	0	12	52	36	4	16	52	28																	
General Education Students	0	5	65	30	0	10	52	38	0	10	55	35																	
Special Education Students	0	20	60	20	0	25	75	0	20	40	40	0																	
2006-07 – All Students	0	0	59	41	13	43	35	9																					
General Education Students	0	0	53	47	11	37	42	11																					
Special Education Students	0	0	100	0	25	75	0	0																					

Other Student Assessment Data
2009-10

Name of Test: Everyday Mathematics Mid-Year Assessment

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Level 1	Level 2	Level 3	Level 4
1 st Grade	2/8/10	24	2	0	0	22	0%	9%	50%	41%
2 nd Grade	2/9/10	25	0	0	0	25	16%	12%	44%	28%
3 rd Grade	2/5/10	25	0	0	0	25	12%	12%	48%	28%
4 th Grade	3/15/10	25	0	0	0	25	28%	12%	48%	12%
5 th Grade	1/29/10	25	2	0	0	23	35%	26%	35%	4%
6 th Grade	1/22/10	21	0	0	0	21	33%	24%	38%	5%

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Other Student Assessment Data
2009-10

Name of Test: Terra Nova Subtest: Math – Fall / Spring

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score M-NCE	Qualitative Level is an NCE of 50 or higher. Percent Attaining:	Other ***
1 st Grade	9/22/09	24	0	0	0	24	46.0	46%	N/A
1 st Grade	6/1/10	25	0	0	0	25	61.3	76%	N/A
2 nd Grade	9/22/09	25	0	0	0	25	50.8	48%	N/A
2 nd Grade	6/1/10	25	0	0	0	25	54.7	60%	N/A
3 rd Grade	9/22/09	25	0	0	0	25	64.8	76%	N/A
3 rd Grade	6/1/10	25	1	0	0	24	71.2	83%	N/A
4 th Grade	9/22/09	25	0	0	0	25	57.7	64%	N/A
4 th Grade	6/1/10	25	0	0	0	25	67.1	84%	N/A
5 th Grade	9/22/09	25	0	0	0	25	57.0	72%	N/A
5 th Grade	6/1/10	25	0	0	0	25	63.3	84%	N/A
6 th Grade	9/22/09	23	0	0	0	23	59.7	70%	N/A
6 th Grade	6/1/10	22	0	0	0	22	58.0	68%	N/A

Other Student Assessment Data
2009-10

Name of Test: DIBELS

Subtest: Initial Sound Fluency

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (% at or above Benchmark)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	Sept. 09	25	0	0	0	25	96%	N/A	N/A
Kindergarten	Jan. 2010	25	0	0	0	25	60%	N/A	N/A

Name of Test: DIBELS

Subtest: Letter Naming Fluency

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (% at or above Benchmark)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	Sept. 09	25	0	0	0	25	88%	N/A	N/A
Kindergarten	Jan. 2010	25	0	0	0	25	84%	N/A	N/A
Kindergarten	May 2010	25	0	0	0	25	83%	N/A	N/A
1 st Grade	Sept. 09	25	0	0	0	25	84%	N/A	N/A

Other Student Assessment Data
2009-10

Name of Test: DIBELS

Subtest: Phoneme Segmentation

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (% at or above Benchmark)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	May 2010	25	0	0	0	25	92%	N/A	N/A
1 st Grade	Sept. 09	25	0	0	0	25	68%	N/A	N/A
1 st Grade	Jan. 2010	25	0	0	0	25	96%	N/A	N/A
1 st Grade	May 2010	25	0	0	0	25	100%	N/A	N/A

Name of Test: DIBELS

Subtest: Nonsense Word Fluency

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (% at or above Benchmark)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	Jan. 2010	25	0	0	0	25	84%	N/A	N/A
Kindergarten	May 2010	25	0	0	0	25	79%	N/A	N/A
1 st Grade	Sept. 09	25	0	0	0	25	76%	N/A	N/A
1 st Grade	Jan. 2010	25	0	0	0	25	68%	N/A	N/A
1 st Grade	May 2010	25	0	0	0	25	76%	N/A	N/A
2 nd Grade	Sept. 09	25	0	0	0	25	76%	N/A	N/A

Other Student Assessment Data
2009-10

Name of Test: DIBELS

Subtest: Oral Reading Fluency

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Benchmark)	Qualitative Level and Percent Attaining**	Other ***
1 st Grade	Jan. 2010	25	0	0	0	25	92%	N/A	N/A
1 st Grade	May 2010	25	0	0	0	25	92%	N/A	N/A
2 nd Grade	Sept. 09	25	0	0	0	25	68%	N/A	N/A
2 nd Grade	Jan. 2010	25	0	0	0	25	76%	N/A	N/A
2 nd Grade	May 2010	25	0	0	0	25	72%	N/A	N/A
3 rd Grade	Sept. 09	25	0	0	0	25	76%	N/A	N/A
3 rd Grade	Jan. 2010	25	0	0	0	25	80%	N/A	N/A
3 rd Grade	May 2010	25	0	0	0	25	68%	N/A	N/A
4 th Grade	Sept. 09	25	0	0	0	25	52%	N/A	N/A
4 th Grade	Jan. 2010	25	0	0	0	25	56%	N/A	N/A
4 th Grade	May 2010	25	0	0	0	25	64%	N/A	N/A
5 th Grade	Sept. 09	25	0	0	0	25	72%	N/A	N/A
5 th Grade	Jan. 2010	25	0	0	0	25	64%	N/A	N/A
5 th Grade	May 2010	25	0	0	0	25	64%	N/A	N/A
6 th Grade	Sept. 09	23	0	0	0	23	70%	N/A	N/A
6 th Grade	Jan. 2010	23	0	0	0	23	57%	N/A	N/A
6 th Grade	May 2010	23	0	0	0	23	59%	N/A	N/A

Progress Toward Goal Attainment

Using the table provided below, state each goal as listed in your approved charter, and provide a narrative that describes the type and amount of progress made toward attaining that goal. Provide specific examples, and indicate the measures that were used to determine such progress. These measures must also be the same as those listed in your approved charter. If the goal has not been met, describe why you think it was not met, and the efforts that you will undertake in the following year to attain it.

Charter schools authorized by the Trustees of the State University of New York may attach a copy of their Accountability Plan and a report of the progress made towards meeting the goals and objectives described in the Plan.

**Progress toward Goal Attainment
2009-10**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
10% Overall Increase in ELA	83% - 79% 4% Decrease	NYS ELA Assessment	No	<p>As students at EVCS continue to progress, a greater percentage of students test into City Honors School or the Olmsted Gifted and Talented program after fourth grade. Both of these schools serve grades 5 through 12. This contributes to student attrition at the fifth and sixth grade levels. With the proposed addition of 7th and 8th grade, it is our hope that this attrition rate will decrease.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010) 9% Increase (69%- 78%)</i></p>

10% Overall Increase in Math	92% - 85% 7% Decrease	NYS Math Assessment	No	<p>As students at EVCS continue to progress, a greater percentage of students test into City Honors School or the Olmsted Gifted and Talented program after fourth grade. Both of these schools serve grades 5 through 12. This contributes to student attrition at the fifth and sixth grade levels. With the proposed addition of 7th and 8th grade, it is our hope that this attrition rate will decrease.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 11% Increase (74% - 85%)</p>
10% Third Grade Increase in ELA	79%-84% 5% Increase	NYS ELA Assessment	No	<p>Looking at the students who have been enrolled at EVCS for more than one continuous year, 56% of those students were in level 4, which was a 47% increase from 08-09. This year we will be using the DORA program in conjunction with the DIBELS, Terra Nova and classroom assessments to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 14% Increase (70% - 84%)</p>
10% Third Grade Increase in Math	95% - 80% 15% Decrease	NYS Math Assessment	No	<p>Looking at the students who have been enrolled at EVCS for more than one continuous year, 50% of those students were in level 4, which was a 41% increase from 08-09. This year we will be using the DOMA program in conjunction with the Terra Nova and classroom assessments to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 24% Increase (56% - 80%)</p>

10% Fourth Grade Increase in ELA	84% - 76% 8% Decrease	NYS ELA Assessment	No	<p>Looking at the students who have been enrolled at EVCS for more than one continuous year 71% of those students have increased their scaled scores. This year we will be using the DORA program in conjunction with the DIBELS, Terra Nova and classroom assessments to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 4% Increase (72% - 76%)</p>
10% Fourth Grade Increase in Math	100% - 84% 16% Decrease	NYS Math Assessment	No	<p>Looking at the students who have been enrolled at EVCS for more than one continuous year 71% of those students have increased their scaled scores. This year we will be using the DOMA program in conjunction with the Terra Nova and classroom assessments to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 16% Decrease (100% - 84%)</p>
10% Fifth Grade Increase in ELA	74% - 76% 2% Increase	NYS ELA Assessment	No	<p>EVCS is continuing to work on transitioning the high percentage of students who come through the lottery each year at the fifth grade level. The students are given instruction in small groups to remediate deficits. This year we will be using the DOMA program to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 7% Increase (69% - 76%)</p>
10% Fifth Grade Increase in Math	91% - 88% 3% Decrease	NYS Math Assessment	No	<p>EVCS is continuing to work on transitioning the high percentage of students who come through the lottery each year at the fifth grade level. The students are given instruction in small groups to remediate deficits. This year we will be using the DOMA program to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 19% Increase (69% - 88%)</p>

10% Sixth Grade Increase in ELA	96% - 78% 18% Decrease	NYS ELA Assessment	No	<p>EVCS is continuing to work on transitioning the high percentage of students who come through the lottery each year at the fifth grade level. The students are given instruction in small groups to remediate deficits. This year we will be using the DOMA program to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 14% Increase (63% - 77%)</p>
10% Sixth Grade Increase in Math	83% - 87% 4% Increase	NYS Math Assessment	No	<p>EVCS is continuing to work on transitioning the high percentage of students who come through the lottery each year at the fifth grade level. The students are given instruction in small groups to remediate deficits. This year we will be using the DOMA program to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 15% Increase (71% - 86%)</p>
10% Higher than District - Gr. 3 ELA	56% Higher	NYS ELA Assessment	Yes	
10% Higher than District - Gr. 3 Math	52% Higher	NYS Math Assessment	Yes	
10% Higher than District - Gr. 4 ELA	48% Higher	NYS ELA Assessment	Yes	
10% Higher than District - Gr. 4 Math	53% Higher	NYS Math Assessment	Yes	

10% Higher than District – Gr. 5 ELA	50% Higher	NYS ELA Assessment	Yes	
10% Higher than District – Gr. 5 Math	56% Higher	NYS Math Assessment	Yes	
10% Higher than District – Gr. 6 ELA	46% Higher	NYS ELA Assessment	Yes	
10% Higher than District – Gr. 6 Math	57% Higher	NYS Math Assessment	Yes	
75% of all students who attend EVCS consistently and continuously from kindergarten through third grade will score at Level 3 or Level 4 on the New York State Third Grade Assessments in all subjects in which assessments are administered.	ELA: 82% Math: 76%	NYS ELA and Math Assessments	Yes	

**Charter School Student Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation	0	0	0	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	12	14	2	4
Number of students leaving for more restrictive special education setting	0	0	0	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience, honors magnet school)	14	10	4	4
Number leaving for other reasons (undetermined)	0	1	0	0
Total number of students leaving.	26	25	6	8
Highest Number Enrolled (July 1 - June 30)	175	175	150	119
Total Percent Attrition	15%	14%	5%	7%

**Charter School Teacher Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of Classroom Teachers	12	11	7	6
Number of Special Area Teachers	5	6	6	5
Total Number of Teachers	17	17	13	11
Total Number of Teachers Leaving	4	2	1	1
Total Percent Attrition	24%	12%	8%	8%

	2009-10	2008-09	2007-08	2006-07
Number of teachers leaving for geographic reasons (out of state/relocation)	1	0	1	1
Number of teachers leaving to take a position in a school district	1	1	0	0
Number of teachers leaving to take a position in another charter school	0	0	0	0
Number of teachers not retained	1	0	0	0
Number of teachers leaving for other reasons (or undetermined)	1	1	0	0