

Buffalo United Charter School

2008-09 Accountability Plan Progress Report

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Buffalo United Charter School 2008-09 Accountability Plan Progress Report

Ms. Tammy Messmer prepared this 2008-09 Accountability Plan Progress Report on behalf of the school's board of trustees:

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Introduction

Buffalo United Charter School (“Buffalo United”) was initially chartered by The State University of New York Trustees in July 2002. It was subsequently approved by the New York State Board of Regents in September of that year. After taking an initial planning year, the school began operation in fall 2003 serving 234 students in grades K-4. Buffalo United added one grade level per year, as outlined in its initial charter. In the fall of 2007, Buffalo United added 8th grade, thus reaching its peak grade level. The school served 597 K-8 students during the 2008-09 school year.

The school is located at 325 Manhattan Avenue. The school facility provides ample room for all of the school’s classrooms, as well as the library, gymnasium, technology center, and office space. It also provides a parent-room—an area set-aside specifically for parent use—for school families. A facility addition was completed in 2006 in order to accommodate the school’s expansion to include seventh and eighth grade.

Buffalo United has improved its performance since it was originally chartered. Following are some highlights in regards to the school’s performance:

- Buffalo United recently received a three-year renewal from the Charter Schools Institute (CSI).
- Buffalo United was named a “rapidly improving” school for the 2006-07 school year by the New York State Education Department.

Buffalo United’s student body is comprised of 97% Black, 2% Hispanic, and 1% White or Indian. Ninety-three percent of the students attending Buffalo United qualified for the National School Lunch Program.

The mission of Buffalo United is to:

“offer families and students a public charter school, which focuses on high academic achievement and instills a sense of family, community, and leadership within all of our students.”

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2003-04	39	50	46	49	50					234
2004-05	72	68	73	65	50	49				377
2005-06	64	67	73	61	54	45	48			412
2006-07	50	70	75	67	67	50	45	45		469
2007-08	59	62	74	76	70	74	47	49	43	554
2008-09	54	75	72	77	73	74	71	50	51	597

Note: Enrollment for years 2003-04 through 2007-08 is based on enrollment at the end of the school year. Enrollment for 2008-09 is based on the school’s enrollment on October 1, 2008.

English Language Arts

GOAL: Students will be proficient in Language Arts.

Background

The English Language Arts (“ELA”) curriculum provides students with the skills, strategies, and knowledge necessary for success in reading, writing, speaking, listening, and viewing. Indeed, a student’s mastery in all areas of ELA is a key component for learning in every content area. By interacting with a wide variety of texts, students develop their ability to think critically, communicate effectively, and make connections to the world around them.

Early reading instruction focuses on the building blocks of reading – phonemic awareness, phonics, vocabulary, comprehension, and fluency. These building blocks lay the foundation for the intellectual processes necessary for students to remember, understand, analyze, evaluate, and apply the ideas they encounter while reading.

In all grade levels, students read and view a variety of high-quality classic and contemporary texts, informational texts, and media (print and non-print). Students engage in the writing process to demonstrate their thinking and individual voice, producing works that include narrative, persuasive, expository, and expressive texts. Through writing and explicit instruction, students learn proper English language conventions and usage, including spelling, vocabulary, punctuation, capitalization, grammar, and penmanship.

The ELA curriculum also provides students with speaking, listening, and viewing instruction and practice to help foster the critical communication skills necessary in today’s world.

- I. **Absolute Measure:** Each year, seventy-five percent (75%) of third through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) ELA assessment.

Method

The school administered the New York State Testing Program English language arts assessment to students in third through eighth grade in January 2009. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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 breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled*
		IEP	ELL	Absent	
3	78	0	0	0	78
4	75	0	0	0	75
5	71	0	0	0	71
6	71	0	0	1	72
7	50	0	0	0	50
8	47	0	0	0	47
All	392	0	0	1	391

*Total Enrolled based on the total number of students enrolled on the date of the ELA exam.

Results

Overall, Buffalo United had 73% of students in at least their second year perform at Levels 3 or 4. Grades three through six, however, had 75% or higher of its second year students perform at Level 3 or above.

**Charter School Performance on 2008-09 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	3%	22%	63%	13%	76%	78
	Students in At Least 2 nd Year	3%	20%	66%	11%	77%	64
4	All Students	4%	25%	64%	7%	71%	75
	Students in At Least 2 nd Year	2%	22%	68%	8%	77%	60
5	All Students		17%	77%	6%	83%	71
	Students in At Least 2 nd Year		20%	74%	7%	80%	46
6	All Students		20%	80%		80%	71
	Students in At Least 2 nd Year		20%	80%		80%	60
7	All Students		40%	60%		60%	50
	Students in At Least 2 nd Year		38%	63%		63%	40
8	All Students	2%	51%	47%		47%	47
	Students in At Least 2 nd Year	3%	45%	53%		53%	38
All	All Students	2%	27%	67%	5%	71%	392
	Students in At Least 2 nd Year	1%	26%	68%	5%	73%	308

Evaluation

Buffalo United did not meet this measure. As an aggregate, 73% of students enrolled in their second year performed at Level 3 or above. Buffalo United only missed the measure by 2 percentage points. Notably, grades three through six had over 75% of its second year students perform at or above Level 3.

Additional Evidence

While Buffalo United did not meet this measure, the school came close to meeting the measure. In addition, the school has seen improvements over the course of its charter. Most notably, the percentage of students performing at Level 3 or above in 2006-07 was 45%. The school increased this to 73% in 2008-09, increasing the percentage of students identified as proficient by nearly thirty percentage points.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested
3			40%	47	42%	50	77%	52	77%	64
4	72%	39	53%	38	52%	42	54%	56	77%	60
5			46%	28	72%	32	84%	49	80%	46
6			24%	33	29%	31	75%	39	80%	60
7					29%	34	46%	35	63%	40
8							41%	32	53%	38
All	72%	39	41%	146	45%	189	65%	263	73%	308

II. **Absolute Measure:** Each year, the school’s aggregate Performance Index on the NYSTP ELA assessment will meet the Annual Measurable Objective 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that one hundred percent of students will ultimately be proficient in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2008-09 is 133. The PI 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 PI is 200.

Results

During the 2008-09 school year, only 2% of students in grades three through eight performed at Level 1 on the English language arts exam. A majority of the students (72%), performed at Levels 3 and 4. Buffalo United’s Performance Index for 2008-09 was 171.

Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	2%	27%	67%	5%	392

Evaluation

Buffalo United met the measure of exceeding the state’s AMO of 133. The school’s PI was 171, exceeding the goal by 38 points.

Additional Evidence

Buffalo United met the state’s AMO in 2005-06; the school exceeded the state’s AMO in 2006-07 by 14 points; in 2007-08, the school exceeded the state’s AMO by 30 points; and in 2008-09 the school exceeded the state’s AMO by 38 points. These results indicate that Buffalo United has seen year over year progress.

**English Language Arts Performance Index (PI) and
Annual Measureable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-6	217	17%	44%	36%	3%	122	122
2006-07	3-7	279	8%	48%	42%	2%	136	122
2007-08	3-8	361	3%	31%	63%	3%	163	133
2008-09	3-8	392	2%	27%	67%	5%	171	133

III. Comparative Measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 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

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of 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.

Results

The percentage of students enrolled in at least their second year performing at Level 3 or above was 73% for Buffalo United; the percentage of students attending Buffalo City Public Schools performing at or above Level 3 was 54%. Buffalo United outperformed Buffalo City Public Schools as an aggregate, as well as at each grade level.

**2008-09 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	77%	64	49%	2428
4	77%	60	54%	2433
5	80%	46	56%	2311
6	80%	60	64%	2261
7	63%	40	62%	2536
8	53%	38	43%	2434
All	73%	308	54%	14403

Evaluation

Buffalo United met the comparative measure. The school exceeded Buffalo City's aggregate performance by 19 percentage points. Most notably, grade three students at Buffalo United outperformed grade three students at Buffalo City by 28 percentage points.

Additional Evidence

Buffalo United met this measure each year. In 2006-07 the percentage of students performing at Level 3 or above was greater than the district by 10 percentage points. In 2007-08, the percentage of students enrolled in at least their second year performing at Level 3 or above was greater than the district by 23 percentage points. In 2008-09, Buffalo United exceeded the district by 19 percentage points.

**English Language Arts Performance of charter School and Local District
By Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least 2 nd Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			40%	37.0%	42%	35%	77%	47%	77%	49%
4	72%	39%	53%	38.0%	52%	40%	54%	42%	77%	54%
5			46%	35.0%	72%	39%	84%	53%	80%	56%
6			24%	31.0%	29%	35%	75%	44%	80%	64%
7					29%	27%	46%	44%	63%	62%
8							41%	28%	53%	43%
All	72%	39%	41%	35%	45%	35%	65%	42%	73%	54%

- IV. **Comparative Measure:** Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

Buffalo United achieved an Effect Size of 0.85. Their Effect Size was higher than expected to a large degree.

2007-08 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		74	71.70	55.40	16.30	1.24
4		72	56.90	56.45	0.45	0.03
5		74	86.50	65.21	21.29	1.57
6		48	75.00	47.44	27.56	1.66
7		50	48.00	52.53	-4.53	-0.28
8		43	46.60	34.85	11.75	0.73
All	76.5%	361	65.95	53.72	12.23	0.85

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

Buffalo United met this measure. The school's Effect Size was 0.85.

Additional Evidence

Buffalo United has seen year over year improvements for the past three years. In 2005-06, the Effect Size was -0.44, in 2006-07 the Effect Size was -0.14, and in 2007-08 the Effect Size was 0.85. For the 2007-08 school year, Buffalo United exceeded the predicted level by over ten percentage points.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-6	76.6	219	38.8	47.1	-0.44
2006-07	3-7	78.7	279	44.1	46.5	-0.14
2007-08	3-8	76.5	361	65.95	53.72	0.85
2008-09	3-8			n/a	n/a	n/a

- V. **Value-Added Measure:** Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and seventy-five percent (75%) at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds seventy-five percent (75%) at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It also includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition,

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the aggregate of all cohorts is examined to determine the growth of all students who took a State exam in both years.

Results

Buffalo United had six cohorts; of the six cohorts tested, five cohorts achieved their target. Importantly, the aggregate of all cohorts also achieved its target.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	61	71%	2%	75%	Yes
5	45	58%	9%	82%	Yes
6	61	83%	1%	80%	No
7	41	73%	1%	63%	No
8	38	49%	13%	53%	Yes
All	246	68%	3%	72%	Yes

Evaluation

Buffalo United did not meet this measure. Four of the six cohorts tested achieved their target, with one of them being the aggregate cohort. While grade six did not show positive growth, 80% of students performed at or above Level 3.

Additional Evidence

Buffalo United’s cohort of students performing at or above Level 3 on the ELA exam have improved since 2006-07. In 2006-07, only one cohort met its target; in 2007-08 two cohorts met their targets; and in 2008-09, four cohorts met their targets.

Cohort Performance on State English Language Arts Exam Since the Advent of the Grades 3-8 Testing Program by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-7	1	5
2007-08	4-8	2	6
2008-09	4-8	4	6

Summary of the English Language Arts Goal

Buffalo United’s student performance has increased since the 2006-07 administration of the ELA exam. This demonstrates that the school is continuing to improve and further increase student achievement.

Buffalo United did not meet its first absolute measure; however, 73% of students enrolled in their second year performed at or above Level 3, an 8 percentage point increase over the prior year. Buffalo United did meet its second absolute measure of exceeding the state’s AMO. The school met its first comparative measure of outperforming the local district, and it also met the second comparative measure. Buffalo United did not meet its value-added measure.

We recognize that Buffalo United must continue to improve its English language arts program and instruction in order to meet all of the ELA measures. Please see below for the action plan our school will put in place during the 2008-09 school year to increase student proficiency.

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Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination	Did not achieve
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measureable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all 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 exam by at least a small Effect Size.	Achieved
Value-Added	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Did not achieve

Action Plan

Buffalo United recognizes that the goal of having all students proficient in ELA has not been met. As a means to continue increasing student learning, the school identified specific areas of focus for each grade and created grade-level action plans to specifically address the areas in need of improvement.

Grade Level	Area of Focus	Action Plan
Kindergarten	Fluency and Vocabulary Development	<ol style="list-style-type: none"> 1. Paraprofessional will read decodable stories with students individually in addition to in class practice. 2. Students will use blending strategies and high frequency words to create spelling sentences. 3. Students will use vocabulary words from NHA, DesCartes, ELA, SS, and Science to create written sentences and stories. 4. Students will visualize and use dramatic play to learn the vocabulary words. 5. Each month, students will create a paragraph with high frequency words used in the month to complete written running records. 6. Students will participate in quarterly celebrations with parents where they will share their reading (aloud) and writing achievements.
1 st Grade	Fluency and Vocabulary Development	<ol style="list-style-type: none"> 1. Teachers will use fluency assessments and weekly assessments as formative assessment to adjust instruction based on students' needs. 2. Students will participate in high frequency centers. They will practice high frequency words on flash cards with the paraprofessional. 3. Students will use a word tile (blending) center during workshop time. 4. Teachers will use semantic word sorts during instructional time. 5. Students will receive instruction in using Context Clues to decode unfamiliar words. 6. Students will use leveled books and readers.
2 nd Grade	Fluency and Vocabulary Development	<ol style="list-style-type: none"> 1. Students will breakout weekly based on their RIT scores 2. Students will participate in weekly vocabulary activities (Eg. 4 Square) 3. Students will use the Accelerated Reading program. 4. Students will use leveled books to improve reading fluency 5. Teachers will create assessments based on reading skills and strategies. Use these assessments as formative assessments in order to plan for future instructional needs. 6. Students will work with a Paraprofessional to address students' fluency, comprehension, and NWEA targets. 7. The second grade will use early intervention, based on DIBELS and NWEA scores, to immediately begin to address areas of concerns.
3 rd Grade	Drafting and Revising	<ol style="list-style-type: none"> 1. "Share the Pen" activity will be incorporated more into lessons where the students correct each other's writing pieces. 2. There will be more cross-curricular activities/lessons planned throughout the year.

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		<ol style="list-style-type: none"> 3. Students will be taught several different mini-lessons before writing workshop. 4. The Open Court grammar section will be utilized more to increase student achievement, in addition to supplemental materials to address their needs. 5. There will be several teacher conferences with the students, as well as peer conferencing. This will assist the students in tracking their progress throughout the unit of study or throughout their writing piece. 6. The use of formative assessment will be implemented more in the classrooms, in addition to the use of summative assessments, exit tickets, self assessments, etc. 7. Teachers will continue to create action plans for the different subjects that will map out which students need help in which areas, when it will be reviewed and with whom, etc.
4th Grade	Language Conventions	<ol style="list-style-type: none"> 1. Teachers will utilize DesCartes in the classrooms and use the information from it to put together small groups of students and address the skills that they need to focus on. 2. The students will have access to various websites to increase their knowledge of the subject matter by using technology (ex. Study Island) 3. Students will work on daily editing practice paragraphs and work through a weekly writing piece. 4. The use of formative assessment will be implemented more in the classrooms, in addition to the use of summative assessments, exit tickets, self assessments, etc. 5. Students will take more time to focus on grammar throughout the day (during assigned ELA/Writing periods) using a variety of supplemental materials, in addition to the grammar part of Open Court. 6. Students will be taught different mini lessons related to the skills with which they are struggling with in their small groups. They will work through different examples together and track their progress throughout the units. 7. Teachers will continue to create action plans for the different subjects that will map out which students need help in which areas, when it will be reviewed and with whom, etc.
5th Grade	Language Conventions	<ol style="list-style-type: none"> 1. Teachers will utilize DesCartes in the classrooms and use the information from it to put together small groups of students and address the skills which they need to focus on. 2. Students will have the opportunity to work through thematic units, where the skills and strategies are incorporated into every subject area, which in turn allows the students to see their relevance to what they are learning and how it all comes together. 3. Students will have the opportunity to work in centers, where the work is created and filed based on different ability levels. This would then allow the students to see their progress through the different levels. 4. Time in the day will be used for D.E.A.R. time and discussions around their books, related skills, struggling areas, etc. 5. Teachers will continue to work with students in small groups, based on the needs of their students. This information will be taken from the NWEA, state assessments, formative and summative assessments, observations, etc. 6. Teachers will continue to create action plans for the different subjects that will map out which students need help in which areas, when it will be reviewed and with whom, etc. 7. The use of formative assessment will be implemented more in the classrooms, in addition to the use of summative assessments, exit tickets, self assessments, etc.
6th Grade	Expository Text	<ol style="list-style-type: none"> 1. Once a month, students need to find and bring in an expository article that either extends the theme from the reading program or relates to Moral Focus. 2. Teachers will use the formative assessment process when engaged in teaching Expository text. 3. Teachers will keep track of student progress, at least every 2 weeks in Expository text, based on formal/informal assessments. This data will be aggregated monthly. 4. Students will keep track of their progress on Expository/Informational text. 5. Once monthly, teachers will examine student work related on Expository/Informational Text. 6. Students will construct bibliographies for S.S. 2 weeks out of every quarter. 7. Once a week, students will examine bibliographies from famous people relating to the U.S. 8. Once a week, students will find definitions in glossaries. 9. Once every 2 weeks, students will do a picture walk to find information as it relates to the topic at hand.
7th Grade	Comprehension	<ol style="list-style-type: none"> 1. Students will use of graphic organizers to break down complex text. 2. Students will use expository essays to give justification for reading selected text. 3. Students will participate in debates to compare and contrast two different texts. 4. Students will defend or rebut facts gleaned from text by using prior knowledge to compose an argument. 5. Students will use storyboarding to generate and explain visual images. 6. Students will use journal responses to form personal opinions and responses. 7. Students will write to the author giving opinions and responses to the text. 8. Students will use a complex story map to break down structure and diction. 9. Students will recognize why and how an author uses certain words by completing a weekly vocabulary study with an end of the week quiz. 10. Students will be assessed formally and informally with progress monitored daily and

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<p>8th Grade</p>	<p>Language Conventions</p>	<p>weekly.</p> <ol style="list-style-type: none"> 1. By using the Do Now, students will label the different parts of speech in a sentence. 2. Students will develop a newspaper article using the correct verb tenses. 3. Students will debate their side on which part of speech is more important in a sentence. 4. Students will create a brochure about their career choice in the future. 5. Students will write a biography including all tenses during their lifetime. 6. Students will create a piece about a time machine where they must go to different time periods (past, present, future). 7. Teachers will instruct students how to color code the different parts of speech to gain ownership. 8. Students will write a declarative sentence, then have students create numerous types of sentences from it (int, exc, imp, compound, compound complex, etc.) to show the tense changes. 9. Students will create a cooking recipe using the different parts of speech for clarity and description.
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Mathematics

GOAL: Students will be proficient in Mathematics.

Background

To prepare students for mathematical skills they will need in everyday life, as well as for the rigors of high school and post-high school mathematics, a strong mathematics curriculum that emphasizes computational and procedural skills, problem solving, communicating, reasoning and proof, making connections, and using representations is implemented.

As students gain fluency in computational and procedural skills, they develop a deeper understanding of the mathematical concepts and reasoning required for problem solving. Students learn to represent and communicate ideas through the use of signs, symbols, models, graphs, mathematical terms, and through writing. Students investigate and analyze problems and possibilities using logical thinking, reasoning, and proofs. Connections among mathematical ideas, as well as connections to other subject areas are explored. Mathematical thinking, problem solving, and reasoning skills and strategies are refined in topic areas.

- I. **Absolute Measure:** Each year, seventy-five percent (75%) of third through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) Mathematics assessment.

Method

The school administered the New York State Testing Program mathematics assessment to students in third through eighth grade in March 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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 breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled*
		IEP	ELL	Absent	
3	77	0	0	0	77
4	74	0	0	0	74
5	69	0	0	0	69
6	72	0	0	0	72
7	48	0	0	0	48
8	42	0	0	0	42
All	382	0	0	0	382

*Total Enrolled based on the total number of students enrolled on the date of the math exam.

Results

All students and students enrolled in at least their second year at Buffalo United performed

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above 75% on the math exam, thus meeting the measure. The composite score for all grades was 88% of students performing at Level 3 or 4.

**Charter School Performance on 2008-09 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3 & 4	
3	All Students		9%	64%	27%	91%	77
	Students in At Least 2 nd Year		11%	63%	27%	89%	64
4	All Students	1%	8%	58%	32%	91%	74
	Students in At Least 2 nd Year	2%	7%	54%	37%	92%	59
5	All Students		7%	64%	29%	93%	69
	Students in At Least 2 nd Year		7%	69%	24%	93%	45
6	All Students		4%	54%	42%	96%	72
	Students in At Least 2 nd Year		3%	54%	43%	97%	61
7	All Students		23%	69%	8%	77%	48
	Students in At Least 2 nd Year		18%	74%	8%	82%	38
8	All Students	5%	31%	64%		64%	42
	Students in At Least 2 nd Year	6%	28%	67%		67%	36
All	All Students	1%	12%	62%	26%	87%	382
	Students in At Least 2 nd Year	1%	11%	62%	26%	88%	303

Evaluation

Buffalo United met the absolute measure of having 75% of students enrolled in at least their second year perform at or above Level 3 on the math exam. Buffalo United not only met the goal, but the students exceeded the goal by 13 percentage points.

Additional Evidence

Buffalo United has seen improvements since the new state testing system was introduced in 2005-06. Since that time, the school has increased the percentage of second year students performing at or above Level 3 by 34 percentage points.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested
3			67%	46	96%	50	88%	52	89%	64
4	77%	39	82%	34	93%	42	98%	56	92%	59
5			17%	30	81%	32	98%	49	93%	45
6			38%	32	90%	31	84%	38	97%	61
7					74%	34	80%	35	82%	38
8							75%	32	67%	36
All	77%	39	54%	142	88%	189	89%	262	88%	303

- II. **Absolute Measure:** Each year, the school’s aggregate Performance Index on the NYSTP Mathematics assessment will meet the Annual Measurable Objective set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly

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progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that one hundred percent of students will ultimately be proficient in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s mathematics AMO, which for 2008-09 is 102. The PI 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 PI is 200.

Results

Buffalo United had all but 13% of its students perform at Level 3 or 4. Only 1% of the student body performed at Level 1.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	1%	12%	62%	26%	382

Evaluation

Buffalo United met this measure. The school’s PI for 2008-09 was 188, exceeding the AMO by 86 points.

Additional Evidence

Buffalo United has exceeded the state’s AMO each year since 2005-006. Most notably, the percentage of students performing at Level 4 has increased more than 100% since 2005-06. Also, the percentage of students performing at Level 3 has increased by two to three percentage points each year since 2006-07.

Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-6	209	14%	30%	48%	8%	142	86
2006-07	3-7	275	3%	12%	57%	28%	182	86
2007-08	3-8	360	1%	10%	60%	29%	188	102
2008-09	3-8	382	1%	12%	62%	26%	188	102

- III. **Comparative Measure:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of students in at least their

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second year at the school and the total result for all students at the corresponding grades in the school district.

Results

The percentage of Buffalo United students enrolled in at least their second year performing at or above Level 3 was greater than the local district in every grade tested and as an aggregate.

**2008-09 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	89%	64	75%	2472
4	92%	59	64%	2478
5	93%	45	62%	2355
6	97%	61	57%	2309
7	82%	38	63%	2601
8	67%	36	58%	2503
All	88%	303	63%	14718

Evaluation

Buffalo United met this measure. In every grade, the percentage of second year students performing at Level 3 or above was higher than that of the local district. The school exceeded the local district as an aggregate by 25 percentage points.

Additional Evidence

Students enrolled in at least their second year at Buffalo United have outperformed the local district every year. Buffalo United continues to increase the percentage of students enrolled in at least their second year performing at Level 3 or above.

**Mathematics Performance of charter School and Local District
By Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least 2 nd Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			67%	40%	96%	43%	88%	66%	89%	75%
4	77%	67%	82%	47%	93%	44%	98%	53%	92%	64%
5			17%	27%	81%	38%	98%	50%	93%	62%
6			38%	27%	90%	38%	84%	49%	97%	57%
7					74%	29%	80%	50%	82%	63%
8							75%	34%	67%	58%
All	77%	67%	54%	35%	88%	38%	89%	50%	88%	63%

IV. Comparative Measure: Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

Buffalo United’s students performed better than predicted in every grade and as a composite on the math assessment. The school’s predicted performance level was 70.60; their actual performance level was 88.62, thus performing better than expected to a large degree. The aggregate Effect Size for Buffalo United for 2007-08 was 1.10.

2008-09 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		76	88.20	83.73	4.47	0.40
4		71	95.80	74.85	20.95	1.48
5		74	95.90	73.41	22.49	1.41
6		47	85.10	65.22	19.88	1.09
7		49	79.60	62.45	17.15	0.95
8		43	79.10	50.70	28.40	1.39
All	76.47	360	88.62	70.60	18.02	1.10

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

Evaluation

Buffalo United met this measure. As an aggregate, the school performed higher than expected to a large degree. The goal was to have an aggregate Effect Size that exceeded 0.3; the school’s Effect Size was 1.10. Each grade exceeded their predicted level; the school as an aggregate exceeded their predicted level by 18.02 points.

Additional Evidence

In 2005-06, the school’s Effect Size was smaller than 0.3, thus the school did not meet the measure. The school increased its Effect Size by 1.14 to achieve an Effect Size of 1.20 for the 2006-07 school year. In 2007-08, the school achieved an Effect Size of 1.10. For the past two school years the school performed higher than expected to a large degree.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-6	76.6	209	56	55.8	0.06
2006-07	3-7	78.7	275	84.7	62.8	1.20
2007-08	3-8	76.47	360	88.62	70.60	1.10
2008-09	3-8			n/a	n/a	n/a

- V. **Value-Added Measure:** Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State Mathematics exam and seventy-five percent (75%) at or above Level 3 on the current year’s State Mathematics exam. If a grade-level cohort exceeds seventy-five percent (75%) at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It also includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

One of the six cohorts achieved their target scores. While five cohorts did not show positive growth, each cohort had more than 75% of the students perform at Level 3 or 4. The aggregate of all cohorts met their target of 88%.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	61	92%	Positive growth	92%	No
5	44	98%	Positive growth	95%	No
6	62	95%	Positive growth	97%	Yes
7	39	85%	Positive growth	77%	No
8	36	86%	Positive growth	67%	No
All	242	92%	Positive growth	88%	No

Evaluation

Buffalo United did not meet this measure. One of the six cohorts demonstrated positive growth. All of the cohorts except the grade eight cohort, however, had 75% or more of its students perform at Level 3 or 4.

Additional Evidence

Buffalo United had four cohorts meet its target in both 2006-07 and 2007-08. In 2007-08, the one cohort that did not meet its target still had over 75% (80%) of its second year

student perform at Level 3 or above. In 2008-09, the school had five of the six cohorts perform above 75%. While the school did not meet the measure during the 2008-09 school year, the school still had a large number of its cohort students performing at or above Level 3.

**Cohort Performance on State Mathematics Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-7	4	5
2007-08	4-8	4	6
2008-09	4-8	1	6

Summary of the Mathematics Goal

Buffalo United met four of its five mathematics measures. Buffalo United met both of its absolute measures and both of its comparative measures. The only measure the school did not meet was the value-added measure. Despite the school not meeting this measure, five of the six cohorts had 75% or more of its students perform at or above Level 3.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measureable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all 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 exam by at least a small Effect Size.	Achieved
Value-Added	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State exam and 75 percent at or above Level 3 on the current year’s State exam.	Did not achieve

Action Plan

Buffalo United recognizes that the goal of having all students proficient in mathematics has not been met. As a means to continue increasing student learning, the school identified specific areas of focus for each grade and created grade-level action plans to specifically address the areas in need of improvement.

Grade Level	Area of Focus	Action Plan
Kindergarten	Addition and Subtraction	<ol style="list-style-type: none"> 1. Students will practice addition and subtraction skills daily during Math Meeting Time. 2. Teachers will review the “+” and “-” sign daily with students. 3. Teachers will introduce “some, some more” stories in the beginning of the year (October and November). 4. Teachers will act out “some went away” stories in the start of the next year (January and February)

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		<ol style="list-style-type: none"> 5. Teachers will introduce terms for addition and subtraction early in the year (eg. Altogether, how many more, etc.) 6. Teachers provide personalization and visualization (dramatic play) activities of math word problems. 7. Students will have Math Journals to help with math skills.
1st Grade	Fluency and Vocabulary Development	<ol style="list-style-type: none"> 1. Students will use math centers to enhance their ability to measure 2. Students will use manipulatives during instructional time. 3. Students will measure the temperature using an exterior thermometer daily during the Math Meeting. 4. Students will measure the height of objects at least once a month. 5. Students will measure liquid capacity monthly. 6. Students will work with a paraprofessional if they are in need of additional practice measuring.
2nd Grade	Fluency and Vocabulary Development	<ol style="list-style-type: none"> 1. Students will breakout based on their RIT scores 2. Students will participate in hands on math centers 3. Students will participate in small group activities, based on RIT scores, using supplementary materials. 4. Students will use newspapers, and other real life materials, to create math word problems and build relevancy to every day math skills. 5. Teachers will create mini-unit's of study based upon students' measurement needs to be taught in addition to the Saxon Math Program. 6. Teachers will use the FOSS Science Kits as a means of further expanding students' understanding of measurement.
3rd Grade	Time, Temperature, & Money	<ol style="list-style-type: none"> 1. Units of study will be planned for each topic or strand that will incorporate a variety of objectives, subject matter, etc. 2. The students will be provided with authentic experiences to increase their learning of the different concepts (ex. making graphs relating to real life, asking students to identify different time throughout the day and where they will go, creating individual stores to demonstrate uses for money, counting change, etc.) 3. Students will continue to work through and lead the Math Meetings. 4. Homework will be planned according to their needs and the skill being focused on. 5. The students will have several opportunities to use manipulatives to increase their knowledge of subject matter. 6. Morning Work will include review questions based on the skills in which the students are struggling with. 7. The use of formative assessment will be implemented more in the classrooms, in addition to the use of summative assessments, exit tickets, self-assessments, etc. 8. Teachers will continue to create action plans for the different subjects that will map out which students need help in which areas, when it will be reviewed and with whom, etc.
4th Grade	Time, Measurement, & Money	<ol style="list-style-type: none"> 1. Teachers will continue to spiral the curriculum's skills so that the students are well-rounded and are constantly reviewing different skills and concepts from the curriculum. 2. The use of formative assessment will be implemented more in the classrooms, in addition to the use of summative assessments, exit tickets, self-assessments, etc. 3. Teachers will utilize DesCartes in the classrooms and use the information from it to put together small groups of students and address the skills that they need to focus on. 4. The focused skills/concepts will be taught across the curriculum and woven into different subject areas. This will help the students to see its importance and relevance. 5. Students will continue to use manipulatives to increase their understanding of the skills through a variety of interactive activities. 6. Students will utilize technology in order to comprehend the concepts. They will relate several examples to real life and make those important connections. 7. Teachers will continue to create action plans for the different subjects that will map out which students need help in which areas, when it will be reviewed and with whom, etc.
5th Grade	Measurement Systems	<ol style="list-style-type: none"> 1. The use of formative assessment will be implemented more in the classrooms, in addition to the use of summative assessments, exit tickets, self-assessments, etc. 2. The focused skills/concepts will be taught across the curriculum and woven into different subject areas. This will help the students to see its importance and relevance. 3. Teachers will utilize DesCartes in the classrooms and use the information from it to put together small groups of students and address the skills that they need to focus on. 4. Teachers will continue to create action plans for the different subjects that will map out which students need help in which areas, when it will be reviewed and with whom, etc. 5. Students will have the opportunity to work in centers, where the work is created and filed based on different ability levels. This would then allow the students to see their progress through the different levels. 6. Teachers will continue to work with students in small groups, based on the needs of their students. This information will be taken from the NWEA, state assessments, formative and summative assessments, observations, etc.
6th Grade	Measurement	<ol style="list-style-type: none"> 1. During Science, Mr. Baker will teach converting measurements when doing the models and designs unit. (Students will measure how far a car will travel, then convert the unit of measure

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	Systems	<p>to metric)</p> <ol style="list-style-type: none"> 2. Teachers will utilize Do Journal (DO NOW) questions throughout the year to review measurement conversions 3. Students will use hands on activities, or experiments and students would need to choose what type of measurement to use. 4. In science, students need to choose the appropriate measurement tool to use during the weather and water unit. (hygrometer, hydrometer, anemometer, and parometer) 5. Show students tools of measurement, then have them discuss which one is appropriate to use for certain scenarios. (ex: "I need to measure milk-> Use measuring cup because it holds volume.") 6. Give students a recipe in metric, then have them convert it into customary. Students will then be able to actually apply measuring with tools to create a recipe. 7. Once a week, students will practice measurement questions on Study Island. 8. During the tornado unit, students study how many miles they travel, then students will also convert into other customary and metric units of measurement. 9. Use formative assessment topics when engaged in teaching measurement systems.
7 th Grade	Measurement Systems	<ol style="list-style-type: none"> 1. Three days a week students will have a bellwork activity dealing with measurement 2. Teachers will integrate mathematics measurement topics into science curriculum 3. Teachers will teach Measurement topics as a separate Unit 4. Teachers will work measurement topics into as many other areas as possible 5. ALL formal assessments will have at least one measurement question included 6. Teachers will use more real life examples when discussing measurement topics 7. Teachers will differentiate measurement instruction to cater to different ability levels 8. Teachers will utilize manipulatives to work through measurement topics
8 th Grade	Operations, Computation, and Estimation	<ol style="list-style-type: none"> 1. Three times a week, students will have a bell work on estimation. 2. Teachers will integrate estimation topics into science class. 3. Teachers will teach estimation as a separate unit. 4. All formative assessments will have at least one estimation question. 5. Teachers will use more real life examples. 6. Teachers will randomly have students give actual and estimated answers on tests/quizzes. 7. Teachers will differentiate instruction on estimation

Science

GOAL: Students will be proficient in Science.

Background

An engaging science curriculum that encourages students to actively participate in scientific inquiry while developing scientific literacy is implemented at Buffalo United. When participating in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge and communicate their ideas to others. This includes engaging all students with relevant, real-world activities that develop students' knowledge, communication skills and scientific process skills.

Through a wide range of content, students are given the opportunity to work extensively in a variety of inquiry-based settings, including investigative, collaborative and technological, with appropriate materials, measuring devices, and scientific instruments in order to develop the scientific thinking skills, behaviors, and science content knowledge needed for future success in any endeavor. Across all grade levels, students' scientific knowledge is developed in the areas of The Nature of Science, The Living Environment, Physical Science, and Earth and Space Science.

I. Absolute Measure: Each year, seventy-five percent (75%) of students in each grade tested, who are enrolled in at least their second year, will perform at or above Level 3 on the New York State Testing Program (NYSTP) Science assessment.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

Eighty-three percent of all students and students enrolled in at least their second year at Buffalo United performed at or above Level 3 on the science exam, thus meeting the measure. The composite score for all grades was 83% of students performing at Level 3 or 4.

**Charter School Performance on 2008-09 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0%	7%	40%	53%	93%	73
	Students in At Least 2 nd Year	0%	5%	37%	58%	95%	57
8	All Students	0%	36%	55%	10%	64%	42
	Students in At Least 2 nd Year	0%	36%	53%	11%	64%	36
All	All Students	0%	17%	45%	37%	83%	115
	Students in At Least 2 nd Year	0%	17%	43%	40%	83%	93

Evaluation

Buffalo United met the absolute measure of having 75% of students enrolled in at least their second year perform at or above Level 3 on the science exam. Buffalo United not only met the goal of having at least 75% of students perform at or above Level 3, but the students exceeded the goal by 8 percentage points.

Additional Evidence

Buffalo United has consistently met the absolute measure. Each year, more than 75% of students enrolled in at least their second year performed at or above Level 3 on the state science assessment. The first year that Buffalo United had eighth grade students was the 2007-08 school year. As such, data for eighth grade is only available for the past two school years.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested
4	89%	38	91%	34	98%	41	93%	56	95%	57
8	n/a						59%	32	64%	36
All Students	89%	38	91%	34	98%	41	81%	88	83%	93

- II. **Comparative Measure:** Each year in each grade tested, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of students in the respective grade in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

Results

The state science assessment was administered in April 2009; however, assessment results for the local district are not yet available. Buffalo United will update the annual report when the data becomes available.

**2008-09 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	95%	57	n/a	n/a
8	64%	36	n/a	n/a
All	83%	93	n/a	n/a

Evaluation

The state science assessment was administered in April 2009; however, assessment results for the local district are not yet available. Buffalo United will update the annual report when the data becomes available.

Additional Evidence

The state science assessment was administered in April 2009; however, assessment results for the local district are not yet available. Buffalo United will update the annual report when the data becomes available.

**Science Performance of charter School and Local District
By Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least 2 nd Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	89%	64%	91%	68%	98%	65%	93%	63%	95%	n/a
8	n/a							43%	64%	n/a
All	89%	64%	91%	68%	98%	65%	81%	54%	83%	n/a

Summary of the Science Goal

Buffalo United met the absolute measure for science. Due to the unavailability of the local district assessment results, we are unable to determine whether the comparative measure was met. Buffalo United will update the annual report when the data becomes available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data not yet available

Action Plan

Buffalo United’s students performed favorably on the state science assessment. The school will continue working until all students perform at or above Level 3 on the exam. Due to the positive results, the school will continue implementing the science program as done in past years.

Social Studies

GOAL: Students will be proficient in Social Studies.

Background

The Social Studies curriculum was designed with the goal of providing all students with a common and core Social Studies curriculum that gives them the building blocks of knowledge and skills. The curriculum is robust in the study of United States history from the earliest grades. It includes the examination of historical documents so students can demonstrate their understanding of the major themes, developments, and turning points in our nation. The curriculum emphasizes the study of United States and World Geography, developing geographic principles that allow students to comprehend and reason through current events on a national and international level. Students learn World History, including eras, themes, and significant events that are central to understanding the experiences of other times and other nations.

The curriculum builds a strong knowledge of economic principals so students understand the impact of economic forces both internationally and personally in their daily lives. Additionally, the curriculum is comparative in examination of world cultures. This creates a point of reference by which students compare the freedoms of American life with non-democratic societies both historically and today. Our students will be reminded of the rights and liberties they enjoy with due reason to participate in and protect those liberties.

- I. **Absolute Measure:** Each year, seventy-five percent (75%) of students in each grade tested, who are enrolled in at least their second year, will perform at or above Level 3 on the New York State Testing Program (NYSTP) Social Studies assessment.

Method

The school administered the New York State Testing Program social studies assessment to students in fifth grade in November 2008 and eighth grade in June 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

Buffalo United had 96% of its grade five students who have been enrolled in at least their second year perform at or above Level 3. In grade eight, 83% of students enrolled in at least their second year perform at or above Level 3. As a composite, 90% of students enrolled in at least their second year performed at or above Level 3.

**Charter School Performance on 2008-09 State Social Studies Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	0%	3%	32%	65%	97%	71
	Students in At Least 2 nd Year	0%	4%	30%	65%	96%	46
8	All Students	0%	24%	69%	7%	76%	42
	Students in At Least 2 nd Year	0%	17%	75%	8%	83%	36
All	All Students	0%	11%	46%	43%	89%	113
	Students in At Least 2 nd Year	0%	10%	50%	40%	90%	82

Evaluation

Buffalo United met this measure. In grade five, 96% of second year students performed at Level 3 or above. Only 4% of students performed at Level 2, and no students performed at Level 1. In grade eight, 83% of second year students performed at Level 3 or above. As with grade five, no students in grade eight performed at Level 1. As a whole, 90% of students enrolled in at least their second year performed at or above Level 3.

Additional Evidence

The percentage of students enrolled in at least their second year performing at or above Level 3 has improved since 2004-05. In 2004-05, 68% of students performed at Level 3 or above. The school saw an increase in 2005-06, a slight decrease in 2006-07 and 2007-08, and a 13 percentage point increase in 2008-09. The first year Buffalo United had eighth grade students was the 2007-08 school year. As such, data for the eighth grade class is only available for the past two school years.

**Social Studies Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested
5	68%	31	83%	29	75%	32	88%	50	96%	46
8	n/a						59%	32	83%	36
All	68%	31	83%	29	75%	32	77%	82	90%	82

- II. **Comparative Measure:** Each year in each grade tested, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of students in the respective grade in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

Results

The state grade five social studies assessment was administered in November 2008 and the grade eight assessment was administered in June 2009. As such, data for the local district

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has not yet been published. Therefore, Buffalo United is unable to determine whether this measure was met. Buffalo United will update the annual report once the data is released.

**2008-09 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	96%	46	n/a	n/a
8	83%	36	n/a	n/a
All	90%	82	n/a	n/a

Evaluation

The grade five social studies assessment was administered in November 2008 and the grade eight assessment was administered in June 2009. As such, data for the local district has not yet been published. Therefore, Buffalo United is unable to determine whether this measure was met. Buffalo United will update the annual report once the data is released.

Additional Evidence

Buffalo United grade five students enrolled in at least their second year have outperformed the district each year for which data is available. Data relating to the 2008-09 performance of the local district is unavailable. Further, Buffalo United did not serve students in the eighth grade until the 2007-08 school year and consequently does not have data for the eighth grade for prior years.

**Social Studies Performance of Charter School and Local District
By Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least 2 nd Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	68%	47%	83%	57%	75%	43%	88%	54%	96%	n/a
8	n/a						59%	30%	83%	n/a
All	68%	47%	83%	57%	75%	43%	77%	41%	90%	n/a

Summary of the Social Studies Goal

The state social studies assessment was administered in November 2008 and June 2009. As such, assessment results for the local district are not yet available. Buffalo United met the absolute measure, but the school is unable to report on the comparative measure. Buffalo United will update the annual report when the data become available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data not yet available

Action Plan

Buffalo United's students performed favorably on the State social studies assessment. The school will continue working until all students perform at or above Level 3 on the exam. Due to the positive results, the school will continue implementing the social studies program as done in past years.

Additional Required Academic Measure

- I. **NCLB Measure:** Under the state’s NCLB Accountability system, the school’s Accountability Status will be “Good Standing” each year.

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 the state standard in and of themselves aside from the overall school results. 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 NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Buffalo United’s accountability status for the 2008-09 school year is in “good standing.”

Evaluation

Buffalo United met this measure. The school was deemed in “good standing” for the 2008-09 school year.

Additional Evidence

Buffalo United has been deemed a school in “good standing” each year of its charter.

NCLB Status by Year

Year	Status
2004-05	In Good Standing
2005-06	In Good Standing
2006-07	In Good Standing
2007-08	In Good Standing
2008-09	In Good Standing