

Accountability Plan Progress Reports for the 2005-06 School Year

Reader's Guide

SUNY Authorized Charter Schools and Accountability

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as the Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

ORACLE CHARTER SCHOOL

OPPORTUNITY ◉ CHALLENGE ◉ SUCCESS

AUGUST 1, 2006
ACCOUNTABILITY PLAN
PROGRESS REPORT
UPDATED: NOVEMBER 10, 2006

Oracle Charter School provides students with a 7th–12th grade pathway to college and prepares our students to meet or exceed academic proficiency standards by using arts and technology to enhance, develop, and deepen our core curricula.

ORACLE CHARTER SCHOOL

2006 ACCOUNTABILITY PLAN PROGRESS REPORT

ACADEMIC PROGRAM GOALS

Goal 1: Oracle Charter School students will demonstrate proficiency in reading and writing.

ABSOLUTE PROFICIENCY

Measure 1: 75 percent of 8th grade students who are enrolled in at least their second year at Oracle Charter School will perform at or above Level 3 on the New York State ELA examination.

Method: All 7th and 8th grade students enrolled at Oracle Charter School took the New York State English Language Arts examinations in January 2006. The ELA assesses reading comprehension and writing skills acquired as a result of a student's cumulative educational experience. Consequently, progress towards this goal will be measured by reporting on the scores of students who have been in attendance at Oracle Charter School for at least two years, long enough for us to assess the effect of Oracle's academic program and educational environment on the measurable skills of our students.

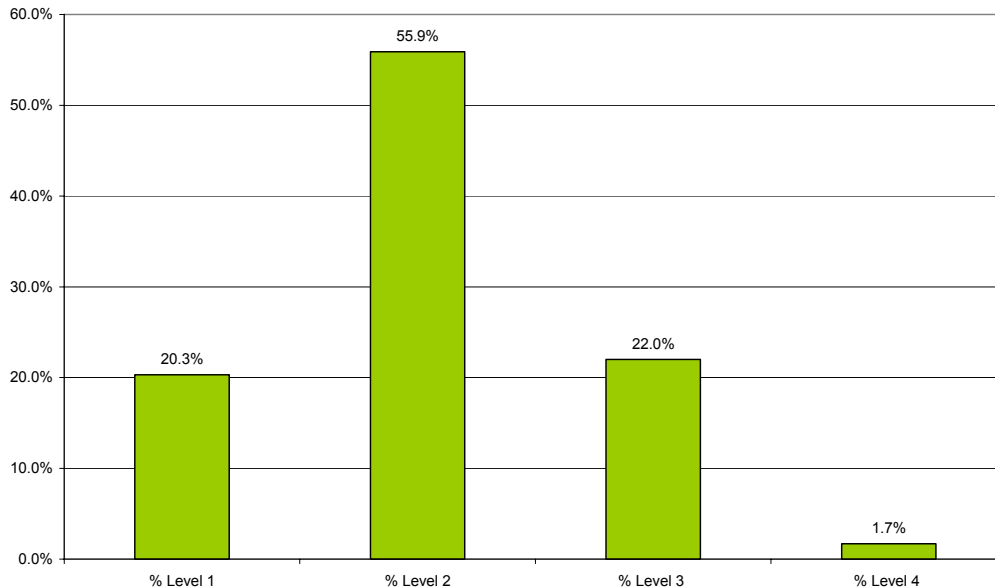
At the time of their examination, 7th and 8th grade students had been in attendance at Oracle Charter School for only five months. As none of our students has been in attendance at least two years, the discussion that we will be able to provide following the 2005-06 school year will be preliminary. From it, we will provide a baseline against which to measure future growth.

Results: Table ELA 1 presents the result for Oracle Charter School's 8th grade cohort on the English Language Arts examination.

TABLE ELA 1: 2006 8TH GRADE ELA			
Level 1	Level 2	Level 3	Level 4
n=7	n=21	n=23	n=3
20.3%	55.9%	22.0%	1.7%

Figure ELA 1 also presents Oracle Charter School's baseline scores for the 8th grade ELA examination.

Figure ELA 1:
Oracle Charter School 8th Grade ELA Results: January 2006



Evaluation: In our baseline year, 23.7% of Oracle Charter School students scored at Levels 3 or above. To meet this accountability measure, we will need to significantly improve Oracle Charter School students' performance on the 8th grade ELA examination. Moreover, for this cohort of students to meet Oracle's accountability standards on their next New York State ELA assessment, the commencement level ELA examination, we will need to provide extensive intervention and remediation.

In our analysis of student performance on their first ELA examinations, we can see that our students were lacking foundational skills. Therefore, our English teachers will work to improve Oracle students' abilities to predict, to draw conclusions and infer meaning, and to use text evidence to support conclusions.

Measure 2: 75% of each high school cohort¹ will score at least 65% on the New York State English Regents exam.

Method: In 2008, Oracle Charter School's class of 2009, our first high school cohort group, will take the New York State English Regents examination in June. Until that time, no Oracle students will take this examination.

Results: We will have no results to report for this Accountability Plan Measure until 2008.

Evaluation: Not applicable at this time.

¹ The high school cohort, the Regents cohort in the State's accountability system, is defined as all students who entered the ninth grade for the first time four years earlier and were enrolled at the beginning of October on BEDS day.

Measure 3: Each year, the school's aggregate Performance Index on the State ELA exams (both middle school and Regents) will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

Method: Annually, we will compare Oracle students' aggregate Performance Index to the Annual Measurable Objective (AMO) established by NYSED. The AMO is a measure used to determine if schools are making satisfactory progress toward the goal established under NCLB that 100 percent of students will be proficient under the state's ELA learning standards by 2013 – 14.

Results: The Effective Annual Measurable Objective calculated for students participating in New York State's ELA testing program for 2005-06 varies according to the number of student participating. For a school population the size of Oracle Charter School's, with 59 students participating in the 2006 ELA testing program, the Effective AMO is 109.

To calculate the Performance Index of Oracle's 8th grade students, we used the following formula: $PI = (\text{number of continuously enrolled tested students scoring at Levels 2, 3, and 4} + \text{the number scoring at Levels 3 and 4}) \div \text{number of continuously enrolled tested students} \times 100$.

Oracle Charter School's 8th grade Performance Index on the 2006 ELA examination is 123².

Evaluation: Oracle Charter School's aggregate Performance Index on New York State's 8th grade ELA exam meets the Annual Measurable Objective established by the state's NCLB accountability system.

Measure 4: 15% of Oracle Charter School students will demonstrate competency by scoring a Level 2 or above on an AP English exam by grade 12.

Method: In the 2007 – 08 academic year, we plan to include an Advanced Placement English course in Oracle Charter School's curriculum. This course will prepare 11th grade students in Oracle's class of 2009, our first high school cohort group, to take the AP English Language and Composition examination. Until that time, no Oracle students will take this examination.

Results: We will have no results to report for this Accountability Plan Measure until 2008.

Evaluation: Not applicable at this time.

²The calculation of Oracle Charter School's PI is as follows: $[(21+23+3) + (23+3)]/59 \times 100 = 123$

COMPARATIVE PROFICIENCY ON STATE EXAMS

Measure 5: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 for middle school or a score of 65% for high school on the State ELA exams in each tested grade will be greater than that of the Buffalo school district.

Method: All 7th and 8th grade students enrolled at Oracle Charter School took the New York State English Language Arts examinations in January 2006. No Oracle students took the commencement level (high school) Regents ELA exam in 2006. The ELA assesses reading comprehension and writing skills acquired as a result of a student’s cumulative educational experience. Consequently, progress towards this goal will be measured by reporting on the scores of students who have been in attendance at Oracle Charter School for at least two years, long enough for us to assess the effect of Oracle’s academic program and educational environment on the measurable skills of our students.

At the time of their examination, 7th and 8th grade students had been in attendance at Oracle Charter School for only five months. As none of our students has been in attendance at least two years, the discussion that we will be able to provide following the 2005-06 school year will be preliminary. From it, we will provide a baseline against which to measure future growth.

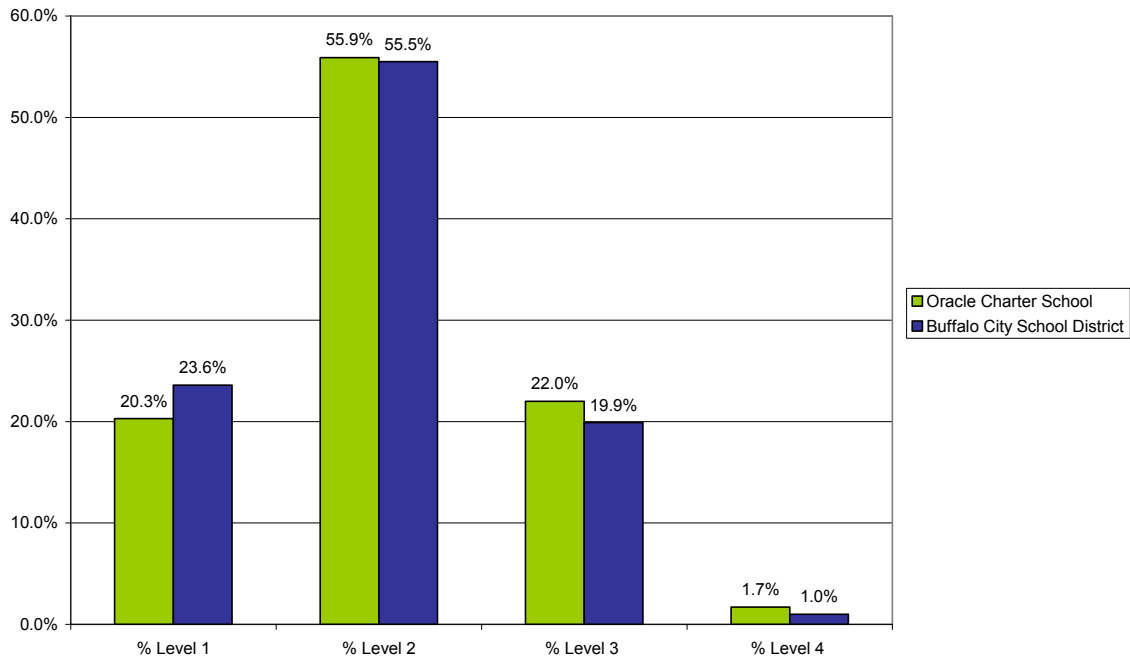
Once ELA examination results are released by the State Commissioner, we will compare Oracle Charter School students’ performance on NYS ELA examinations with student performance in the Buffalo Public School District.

Results: Table ELA 2 presents the result for Oracle Charter School’s 8th grade cohort on the English Language Arts examination compared to the aggregate performance of the Buffalo Public School’s 8th grade students.

TABLE ELA 2:			
2006 8TH GRADE ELA: COMPARISON BETWEEN OCS AND BPS			
Oracle Charter School			
n=59			
Level 1	Level 2	Level 3	Level 4
20.3%	55.9%	22.0%	1.7%
Buffalo Public School District			
n=4005			
Level 1	Level 2	Level 3	Level 4
23.6%	55.5%	19.9%	1.0%

Figure ELA 2 provides a graphical representation of the comparison between Oracle Charter School’s 8th grade student performance on the 2006 ELA examination and the Buffalo Public School District’s 8th grade student performance.

**Figure ELA 2: Comparison of 2006 8th Grade Student Performance:
Oracle Charter School and Buffalo Public School District**



Evaluation: Oracle Charter School’s baseline scores indicate that our students were able to perform slightly better than 8th grade students in the Buffalo Public schools. Oracle students scored at Levels 3 and 4 at a slightly higher percentage than BPS students. In addition, fewer Oracle students scored at Levels 2 and 1 than students in the Buffalo public schools. We acknowledge that the margins in our baseline scores are slender and that our goal is to increase our performance in relation to the Buffalo Public Schools in future test administrations.

Measure 6: Each year, the school will exceed its expected level of performance on the State ELA 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 performs a comparative analysis of school performance to determine an Effect Size for charter schools. This comparative analysis is a regression analysis based on the proportion of students eligible for free lunch among public schools statewide. We will not perform this analysis for Oracle Charter School ourselves.

We will include the Charter Schools Institute’s Comparative Performance Analysis of Oracle Charter School students’ 2005 – 06 ELA assessment data in our 2007 Annual Report to consolidate analyses.

Results: Oracle Charter School has no results to report at this time.

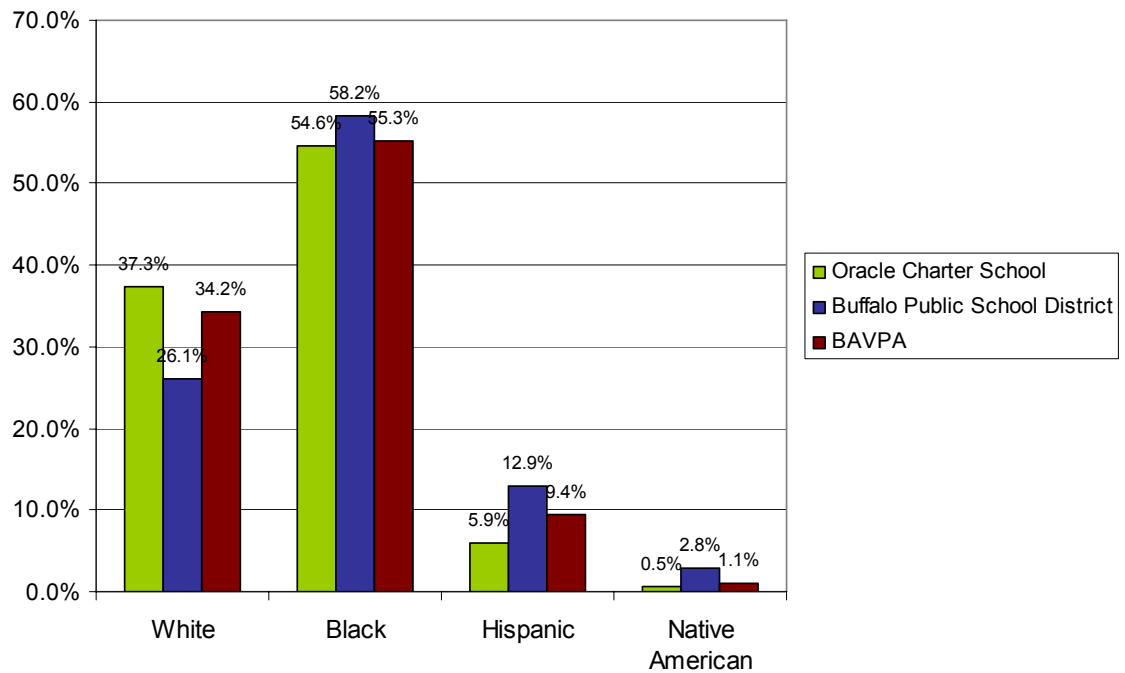
Evaluation: Not available at this time.

Measure 7: Each year, the percent of students performing at or above Level 3 for middle school or a score of 65% for high school on the State ELA exam in each tested grade will be greater than that of the following demographically similar school: Buffalo Academy of Visual and Performing Arts.

Method: Oracle Charter School students' performance on the State ELA examination will be compared annually to that of students attending Buffalo Academy of Visual and Performing Arts (BAVPA). The following charts demonstrate the demographic similarities between Oracle Charter School and BAVPA.

As is evident in Figure Demographics 1, in 2005 – 06, Oracle Charter School enrolled a student population that is demographically similar to BAVPA's student population in terms of ethnic representation. Oracle Charter School's student population is 37.3% White, 54.6% Black, 5.9% Hispanic, and 0.5% Native American. By comparison, BAVPA's student population is 34.2% White, 55.3% Black, 9.4% Hispanic, and 1.1% Native American. Oracle and BAVPA are more directly comparable to each other than either school is to the Buffalo Public School District. The demographics of enrolled students in the Buffalo Public School District by ethnicity are 26.1% White, 58.2% Black, 12.9% Hispanic, and 2.8% Native American.

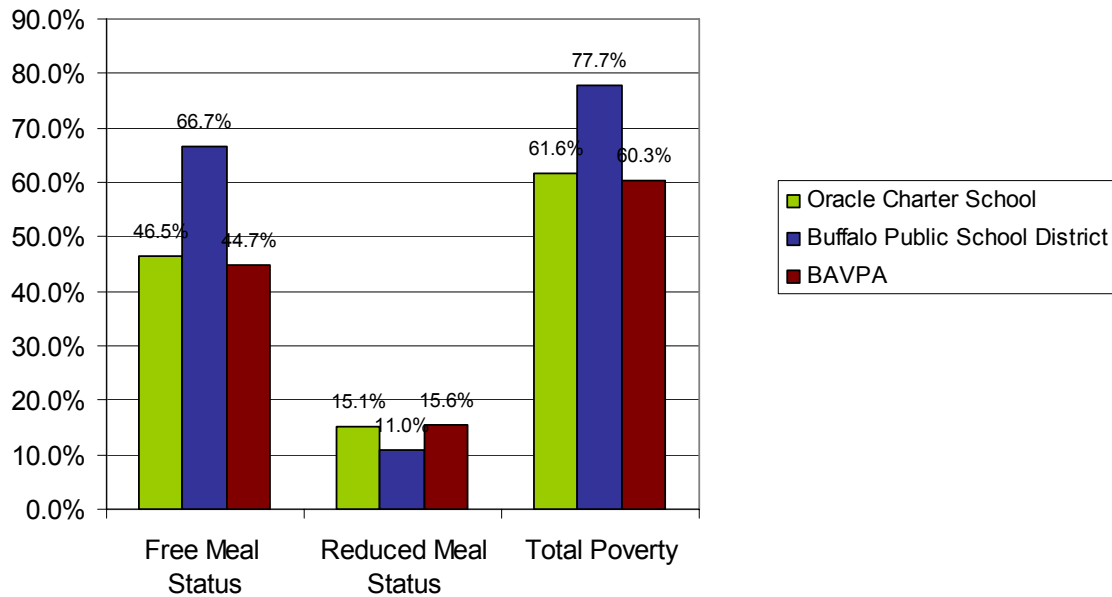
Figure Demographics 1:
Comparison of Enrolled Student Ethnicities



As is further evident in Figure Demographics 2, the demographic similarity between Oracle Charter School and BAVPA extends to poverty indicators. 46.5% of Oracle's

student population is eligible for Free Meal status and 15.1% is eligible for Reduced Meal status. In total, 61.6% of Oracle’s student population is eligible for the federal Free or Reduced Meal programs. By comparison, 44.7% of BAVPA’s student population is eligible for Free Meal status and 15.5% is eligible for Reduced Meal status. In total, 60.3% of BAVPA’s student population is eligible for the federal Free or Reduced Meal programs. As was also true of the ethnic demographics of the schools, in relation to poverty indicators, Oracle and BAVPA are more directly comparable to each other than either school is to the Buffalo Public School District. 66.7% of students in the Buffalo Public School District as a whole are eligible for free meal status and 11.0% are eligible for Reduced Meal status. In total of 77.7% of district students are eligible for federal Free or Reduced Meal programs.

Figure Demographics 2:
Comparison of Enrolled Student Poverty Indicators



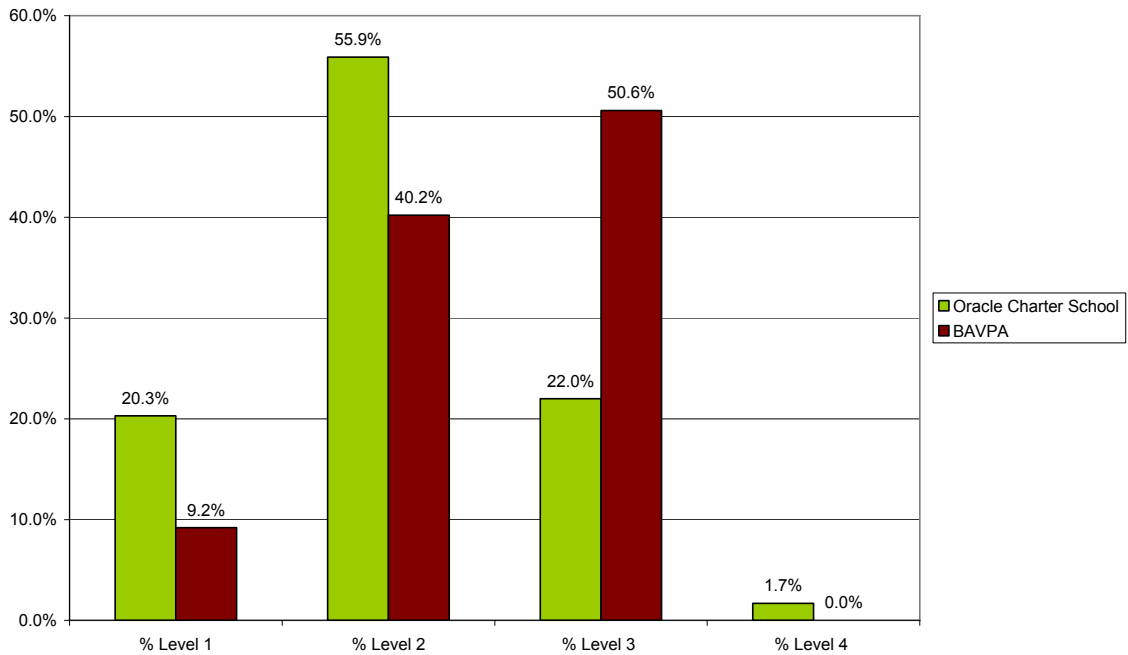
It is important to note that, although Oracle Charter School and BAVPA are demographically similar, Buffalo Academy of Visual and Performing Arts is a magnet school within the district. As such, students enrolling in BAVPA must meet certain performance criteria related to the school’s arts focus. Nonetheless, Oracle Charter School has chosen BAVPA as its comparison school for the following reasons: As schools of choice, charter schools enroll a self-selecting student population. We feel that this element of self-selection will mitigate, though not cancel out, BAVPA’s reliance on performance criteria to enroll its student population. Our selection of BAVPA as a comparison school ultimately underscores the ambitious goals that we have set for Oracle Charter School’s performance. As an additional point of comparison between the two schools, both BAVPA and Oracle integrate the arts into the schools’ educational program and both are Empire State Partnership schools.

Results: Table ELA 3 presents the result for Oracle Charter School’s 8th grade cohort on the English Language Arts examination compared to the performance of 8th grade students enrolled in the Buffalo Academy of Visual and Performing Arts.

TABLE ELA 3: 2006 8TH GRADE ELA: COMPARISON BETWEEN OCS AND BPS			
Oracle Charter School n=59			
Level 1	Level 2	Level 3	Level 4
20.3%	55.9%	22.0%	1.7%
Buffalo Academy of Visual and Performing Arts n=87			
Level 1	Level 2	Level 3	Level 4
9.2%	40.2%	50.6%	0.0%

Figure ELA 3 provides a graphical representation of the comparison between Oracle Charter School’s 8th grade student performance on the 2006 ELA examination and 8th grade student performance at the Buffalo Academy for the Visual and Performing Arts (BAVPA).

**Figure ELA 3: Comparison of Student Performance:
Oracle Charter School and BAVPA**



Evaluation: Oracle Charter School students are not yet meeting this comparative accountability measure. 50.6% of BAVPA students are able to score at Levels 3 and above, whereas only 23.7% of Oracle students are able to score at Levels 3 and above.

VALUE ADDED TO STUDENT LEARNING

Measure 8: For the 2006-07 through 2009-10 school years, grade-level cohorts of students³ will reduce by one half the gap between the percent at or above Level 3 for middle school or a score of 65% for high school on the previous year's State ELA exams and 75 percent at or above Level 3 for middle school or a score of 65% for high school on the current year's State ELA exam.⁴

Method: The scores earned by Oracle Charter School students on the January 2006 administration of the 7th and 8th grade ELA exams will provide a baseline against which to measure future growth in relation to this measure.

Results: Not applicable at this time.

Evaluation: Not applicable at this time.

Measure 9: For the 2006-07 through 2009-10 school years, grade-level cohorts of students will reduce by one half the gap between their Mean Normal Curve Equivalent (MNCE) in the previous fall on the Terra Nova Reading and Language subscores, and an MNCE of 50 (grade-level) in the current fall. If a grade level exceeds an MNCE of 50 in the previous year, the cohort will show an increase in the current year.

Method: Oracle Charter School has been in operation for one full year. We have thus not had the opportunity to test a grade-level cohort of students on consecutive fall administrations of the same standardized test, so we cannot yet report accurately on our performance in relation to this measure.

However, the burden of proof is on each charter school to document and support the school's impact on student achievement and, ultimately, to make its case for charter renewal. Therefore, we have chosen to administer the same standardized test twice during the 2005 – 06 academic year and to report preliminarily on our students' fall-to-spring results. These results are less meaningful than the fall-to-fall results that we will be able to report in next year's Accountability Plan Progress Report, but we present them to establish a baseline of student performance and to indicate the school's likelihood of meeting our performance goal on next year's fall test administration.

All Oracle Charter School students enrolled in grades 7, 8, and 9 were given the Terra Nova Basic Battery in November 2005 and again in June 2006. The Terra Nova examinations are nationally normed standardized tests. The Basic Battery examination assesses student proficiency in relation to students' reading comprehension, language, and mathematics skills.

³ This value-added measure applies to students in 8th grade and above who have been enrolled at Oracle Charter School for a minimum of two years.

⁴ If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

For the purpose of this cohort analysis, we will present scores only for those students who were tested at both the fall and the spring Terra Nova administrations.

It is important to clarify that, in presenting student performance data, we routinely use three different performance scales. Assessment results on the Terra Nova examination are presented in terms of NCEs or Normal Curve Equivalents; performance on New York State assessments at the middle school level are reported in relation to four Performance Levels; and Regents examination and school-level assessments are reported in terms of percentages.

Refer to Chart 1 for a comparison of the performance scales that we routinely use to report student performance at Oracle Charter School. As we proceed with our discussion of Terra Nova testing results, it is important to note that, when discussing NCEs, an NCE of 50 indicates grade level performance.

Standards / Grade Level Performance	Terra Nova Assessments	Middle School New York State Assessments	Regents Examinations and School Level Assessments
<i>Meeting Learning Standards with Distinction</i>	99-71 NCE	Level 4	100-85%
<i>Meeting Learning Standards</i>	70-50 NCE	Level 3	84%-65%
<i>Partially Meeting Learning Standards</i>	49-35 NCE	Level 2	64%-55%
<i>Not Meeting Learning Standards</i>	34-1 NCE	Level 1	55%-0%

Results: Table 1 presents the result for each cohort on the Reading and Language sub-scores of the Terra Nova examination.

TABLE 1 : TERRA NOVA ASSESSMENT SUB- SCORES		Grade 7 <i>Cohort Class of 2011</i> n=45 NCE	Grade 8 <i>Cohort Class of 2010</i> n=49 NCE	Grade 9 <i>Cohort Class of 2009</i> n=51 NCE
Terra Nova Reading	Fall 2005	40.2	36.4	47.9
	Spring 2006	47.1	43.2	48.6
	Gain	7.0	6.8	0.6
Terra Nova Language	Fall 2005	42.1	34.0	44.7
	Spring 2006	51.5	43.2	45.9
	Gain	9.4	9.1	1.2

Figure Terra Nova 1 presents the Terra Nova Reading Sub-Scores by Grade Level and Figure Terra Nova 2 presents the Terra Nova Language Sub-Scores by Grade Level..

Figure Terra Nova 1:
Oracle Charter School: Terra Nova Reading Sub-Scores by Grade Level

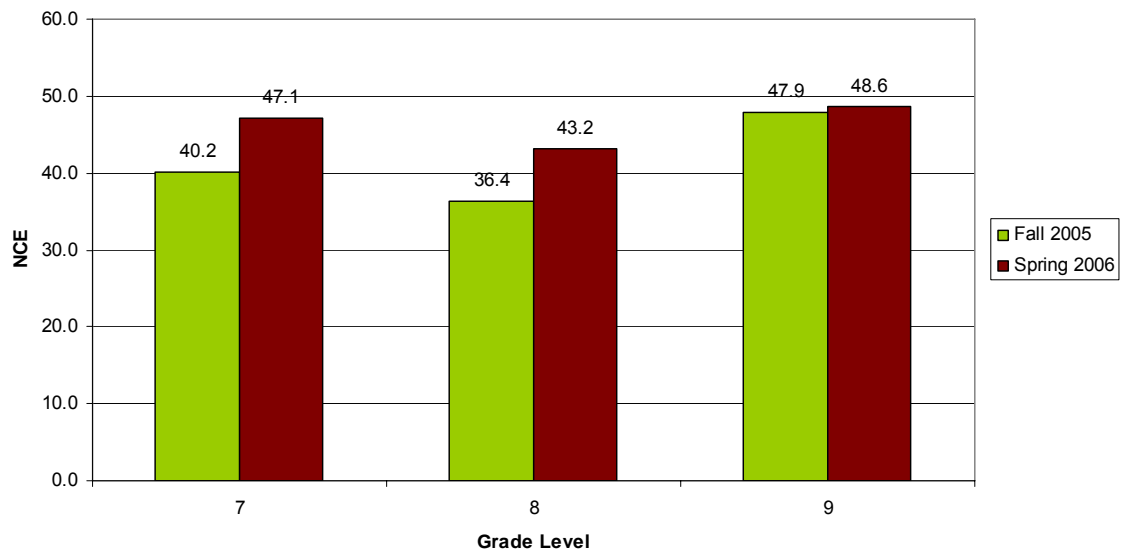
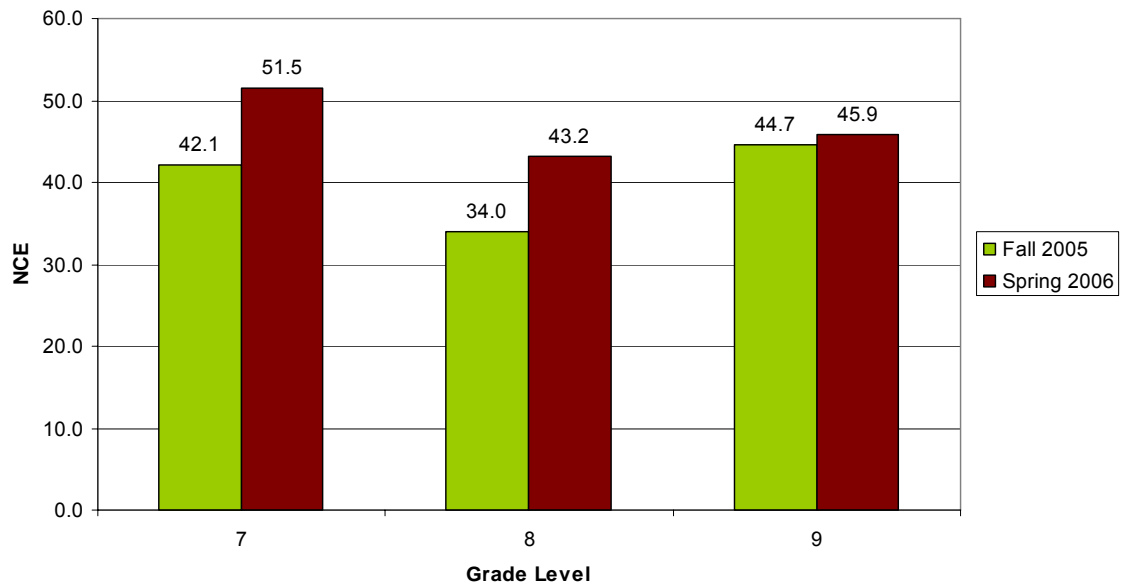


Figure Terra Nova 2:
Oracle Charter School: Terra Nova Language Sub-Scores by Grade Level



Evaluation: As is evident in relation to baseline performance in both the Reading and Language Sub-Scores of the Terra Nova examination, Oracle Charter School's incoming cohorts of students arrived at the school performing below grade level. Baseline scores for the 7th grade were 40.2 NCE in reading and 42.1 NCE in language. Baseline scores for the 8th grade were 36.4 NCE in reading and 34.0 NCE in language. Baseline scores for the incoming 9th grade were 47.9 NCE in reading and 44.7 NCE in language.

Although Oracle’s incoming students were performing below grade level across all grades, students in our current 8th grade, the cohort class of 2010, were the most ill-prepared by their previous school experiences, arriving in the school significantly below grade level in relation to reading comprehension and language mechanics skills.

Following one year of work within the academic program and learning environment being established at Oracle Charter School, we are able to report fall-to-spring improvement gains in relation to all student cohorts.

Our 7th grade recorded the most impressive gains, going from 40.2 to 47.1 NCE in reading, a gain of 7.0 NCE, and from 42.1 to 51.5 in language, a gain of 9.4 NCE. Importantly, our fall-to-spring gains indicate that we are on track to bringing Oracle’s 7th grade students’ performance up to grade level. Our 8th grade recorded similar gains, going from 36.4 to 43.2 in reading, a gain of 6.8, and from 34.0 to 43.2 in language, a gain of 9.1 NCE. Our 9th grade recorded the smallest gains, going from 47.9 to 48.6 in reading, a gain of 0.6 NCE, and from 44.7 to 45.9 in language, a gain of 1.2 NCE.

To meet our accountability goal, Oracle students, whose baseline scores are all below grade level, or an NCE of 50, will need to reduce by one half the gap between their NCE in the previous fall on the Terra Nova Reading and Language sub-scores, and an NCE of 50 (grade-level) in the following fall.

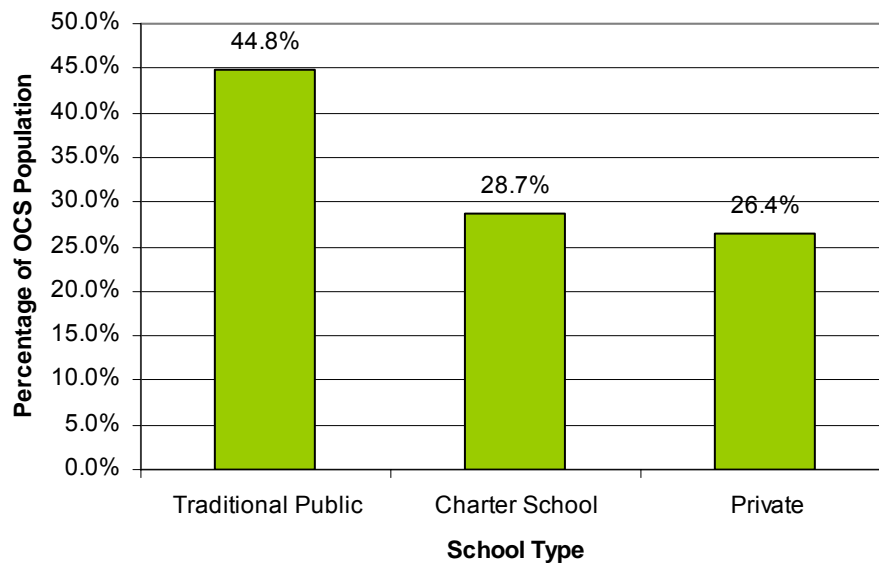
Table 2 presents Oracle students’ gains on fall-to-spring reading and language sub-scores compared to the fall-to-fall gains anticipated by this accountability plan measure. Although this data is preliminary, based on this comparison, Oracle’s 7th and 8th grade students, the cohort classes of 2011 and 2010 appear to be on track to meet or exceed this goal. Our 9th grade students, the cohort class of 2009, do not yet appear to be on track to meet the accountability goal, recording gains in preliminary data of approximately one half the gains we would like to measure in the fall.

TABLE 2: TERRA NOVA ASSESSMENT ACCOUNTABILITY GAINS		Grade 7 <i>Cohort Class of 2011 n=45 NCE</i>	Grade 8 <i>Cohort Class of 2010 n=49 NCE</i>	Grade 9 <i>Cohort Class of 2009 n=51 NCE</i>
Terra Nova Reading	Fall 2005	40.2	36.4	47.9
	Fall-to-Spring Gain	7.0	6.8	0.6
	Fall-to-Fall Gain Calculation	$(50-40.2)/2$	$(50-36.4)/2$	$(50-47.9)/2$
	Accountability Gain	4.9	6.8	1.0
Terra Nova Language	Fall 2005	42.1	34.0	44.7
	Fall-to-Spring Gain	9.4	9.1	1.2
	Fall-to-Fall Gain Calculation	$(50-42.1)/2$	$(50-34.0)/2$	$(50-44.7)/2$
	Accountability Gain	3.9	8.0	2.7

Summary: We can see, based on initial demographic information, that Oracle Charter School has attracted a diverse student population with widely varied previous school experiences.

To round out the demographic information about Oracle Charter School’s newly enrolled student population, Figure Demographics 3 presents a comparative breakdown of the types of schools from which we draw our students. In future analyses, we anticipate providing more details regarding these feeder schools, their school-wide performance levels, and the impact of Oracle’s program based on anticipated student performance at the various feeder schools.

**Figure Demographics 3:
Student Population by Previous Schools**



Looking at this information in Figure Demographics 3, we can see that the types of schools from which we draw our students are varied, with 44.8% coming from traditional public schools, 28.7% from other Buffalo charter schools, and 26.4% from private schools. Bringing these students - who have had their past school knowledge, skills, and attitudes shaped by traditional public, charter school, and private schools - into a single educational environment will be part of our ongoing challenge at Oracle Charter School.

Based on our students’ baseline Terra Nova assessment sub-scores in reading and language and our work with our first student cohorts, we can further see that, regardless of past educational environment, Oracle has attracted a student population that is consistently performing below grade level and that has not been consistently well-prepared by their previous school experiences.

Although we can point out preliminary gains in Terra Nova sub-scores related to English Language Arts performance, we can in no way make conclusive statements about Oracle students' gains in year one of the school's operation. Nor can we make strong predictive statements about our students' writing skills, as we do not yet have access to their 7th and 8th grade ELA scores.

We understand that gains of any kind will be hard won and that Oracle's curriculum, pedagogy, school culture, and classroom environment must be consistently strong to support and enable those gains in student learning and achievement.

Action Plan: We acknowledge that, in the 2005 – 06 academic year, Oracle's teaching and curriculum supervision in English Language Arts was not up to the high standards that we have set for ourselves. In this content area, our students did not experience the kind of teaching that would enable them to gain the skills and understanding to strongly improve their performance in reading comprehension or language skills. Oracle students also did not experience the kind of strong writing instruction that would enable them to improve their writing skills which are critical to ELA examination performance and life-long communication.

Review of students' language scores indicate consistent weakness. To address this deficiency, Oracle's English teachers will use Jane Bell Keister's *Caught 'Ya Grammar* approach for daily language practice. Using this method, students will engage in daily grammar exercises designed to teach grammar rules, contextualize the application of language skills, strengthen language mechanics through structure and consistency, reinforce listening skills, and improve vocabulary.

A further review of student classroom performance, which we expect to be supported by our students' baseline scores on the ELA exam, indicates that Oracle students' writing skills are an additional area in need of improvement. To address this deficiency, we plan to engage in ongoing professional development with all Oracle teachers to reinforce the importance of writing across the curriculum and to train our staff in Step Up To Writing techniques for developing and organizing student writing. In professional development with English department staff, we will address writing process pedagogies, writing journal techniques, and effective response strategies for written work.

Oracle students' baseline scores in reading comprehension indicate that we may need to make changes in our curriculum and that curriculum delivery may require review and modification to improve the performance of our most deficient students. To that end, we plan to include a part time Reading Specialist on our staff in the coming year who will assist our most struggling English students within the classroom and help all Oracle teachers develop strategies to clarify content for developing readers. Our identification of struggling students will be based on Terra Nova test scores, ELA assessment results, and classroom observations of student performance.

Finally, a review of individual student scores on the Terra Nova reading and language sub-scores and observations of students throughout the year also indicate that Oracle students' skills in English Language Arts are widely varied. This year, we did not address the students' varied skills effectively, grouping them heterogeneously and maintaining

fixed groupings across content areas. After two administrations of standardized testing and time spent getting to know our student cohorts' strengths and weaknesses, we plan to change our approach to student grouping in the 2006-07 academic year. Next year, we will create flexible classroom groupings based on current student performance levels to allow us to more adequately address the needs of all learners. By ability grouping our students into one section of students performing at or above grade level and two blended sections of students performing at or below grade level, we anticipate that Oracle teachers will be better able to serve the needs of all learners in their classrooms.

Goal 2: Oracle Charter School students will become proficient in the application of mathematical skills and concepts.

ABSOLUTE PROFICIENCY

Measure 1: For the 2006-07 through 2009-10 school years, 75 percent of 8th grade students who are enrolled in at least their second year at Oracle Charter School will perform at or above Level 3 on the New York State Mathematics examination.

Method: All 7th and 8th grade students enrolled at Oracle Charter School took the New York State Mathematics examinations in March 2006. The Math exam assesses mathematics knowledge and skills acquired as a result of a student's cumulative educational experience. Consequently, progress towards this goal will be measured by reporting on the scores of students who have been in attendance at Oracle Charter School for at least two years, long enough for us to assess the effect of Oracle's academic program and educational environment on the measurable skills of our students.

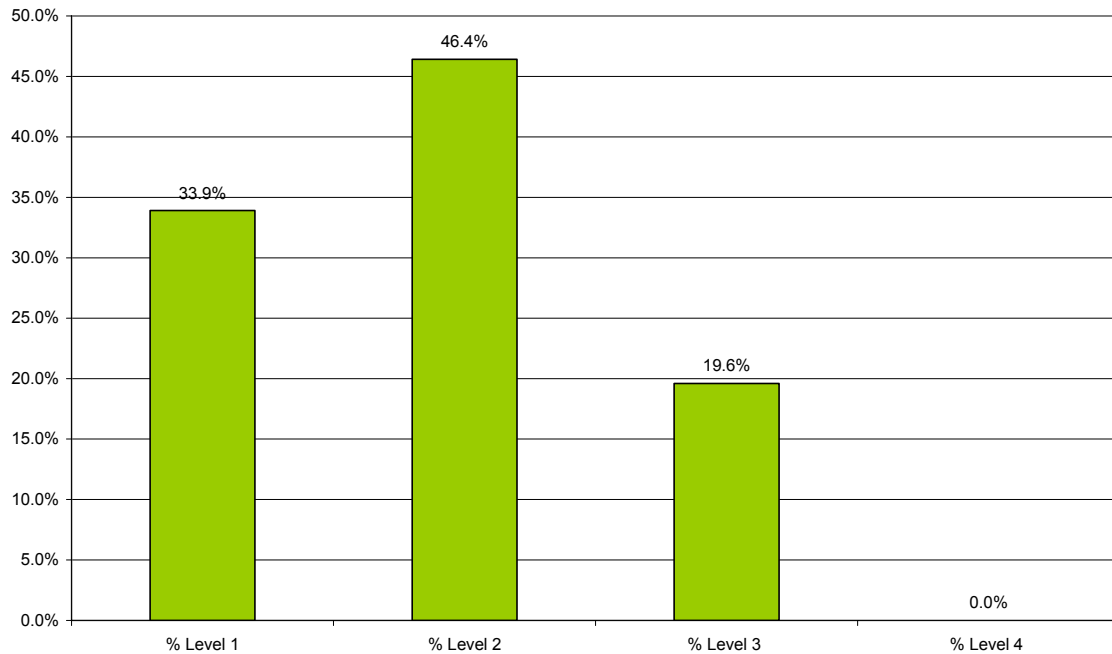
At the time of their examination, 7th and 8th grade students had been in attendance at Oracle Charter School for only seven months. As none of our students has been in attendance at least two years, the discussion that we will be able to provide following the 2005-06 school year will be preliminary. From it, we will provide a baseline against which to measure future growth.

Results: Table Math 1 presents the result for Oracle Charter School's 8th grade cohort on the Math examination.

TABLE MATH 1: 2006 8TH GRADE MATH EXAM			
Level 1	Level 2	Level 3	Level 4
n=19	n=26	n=11	n=0
33.9%	46.4%	19.6%	0.0%

Figure Math 1 also presents Oracle Charter School's baseline scores for the 8th grade Math examination.

Figure Math 1:
Oracle Charter School 8th Grade Math Results: March 2006



Evaluation: Oracle Charter School students' performance on the 8th grade Math examination was disappointing, with only 19.6% of our students scoring at Level 3 or above. For this cohort of students to meet Oracle's accountability standards on their next New York State Math assessment, the commencement level Math A examination, we will need to provide intervention and remediation.

In our analysis of student performance on their first Math examinations, we can see that our students were lacking foundational skills. Therefore, our Math teachers will work to improve Oracle students' abilities to succeed on the test by analyzing our students' item responses and strengthening our teaching in areas where students' sub-skill performance was weak.

Measure 2: For the 2006-07 through 2009-10 school years, 75% of each high school cohort will score at least 65 on the New York State Math A exam.

Method: In June 2007, Oracle Charter School's class of 2009, our first high school cohort group, will take the New York State Math A Regents examination. Until that time, no Oracle students will take this examination.

Results: We will have no results to report for this Accountability Plan Measure until 2007.

Evaluation: Not applicable at this time.

Measure 3: Each year, the school's aggregate Performance Index on the State math exams (both middle school and Regents) will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

Method: Once Mathematics examination results are released by the State Commissioner, we will calculate Oracle Charter School students' aggregate Performance Index on the examinations.

Annually, we will compare Oracle students' aggregate Performance Index to the Annual Measurable Objective (AMO) established by NYSED. Because the scaling of the state's new testing program for students in grades 3-8 has not yet been completed, its AMOs have not been established. The AMO is a measure used to determine if schools are making satisfactory progress toward the goal established under NCLB that 100 percent of students will be proficient under the state's Mathematics learning standards and content strands by 2013 – 14.

Results: The Effective Annual Measurable Objective calculated for students participating in New York State's Math testing program for 2005-06 varies according to the number of student participating. For a school population the size of Oracle Charter School's, with 56 students participating in the 2006 Math testing program, the Effective AMO is 73.

To calculate the Performance Index of Oracle's 8th grade students, we used the following formula: $PI = (\text{number of continuously enrolled tested students scoring at Levels 2, 3, and 4} + \text{the number scoring at Levels 3 and 4}) \div \text{number of continuously enrolled tested students} \times 100$.

Oracle Charter School's 8th grade Performance Index on the 2006 Math examination is 86⁵.

Evaluation: Oracle Charter School's aggregate Performance Index on New York State's 8th grade Math exam meets the Annual Measurable Objective established by the state's NCLB accountability system.

Measure 4: 15% of Oracle Charter School students will demonstrate competency by scoring a Level 2 or above on an AP math exam by Grade 12.

Method: In the 2008 – 09 academic year, we plan to include an Advanced Placement Mathematics course in Oracle Charter School's curriculum. This course will prepare 12th grade students in Oracle's class of 2009, our first high school cohort group, to take the AP Statistics examination. Until that time, no Oracle students will take this examination.

Results: We will have no results to report for this Accountability Plan Measure until 2009.

⁵The calculation of Oracle Charter School's PI is as follows: $[(26+11+0) + (11+0)]/56 \times 100 = 85.7 = 86$

Evaluation: Not applicable at this time.

COMPARATIVE PROFICIENCY ON STATE EXAMS

Measure 5: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 for middle school or a score of 65% for high school on the State Math exams in each tested grade will be greater than that of the Buffalo school district.

Method: All 7th and 8th grade students enrolled at Oracle Charter School took the New York State Mathematics examinations in March 2006. No Oracle students took the commencement level (high school) Regents Math A or Math B examinations in 2006. The middle school mathematics exams assess mathematics and problem solving skills acquired as a result of a student's cumulative educational experience. Consequently, progress towards this goal will be measured by reporting on the scores of students who have been in attendance at Oracle Charter School for at least two years, long enough for us to assess the effect of Oracle's academic program and educational environment on the measurable skills of our students.

At the time of their examination, 7th and 8th grade students had been in attendance at Oracle Charter School for only seven months. As none of our students has been in attendance at least two years, the discussion that we will be able to provide following the 2005-06 school year will be preliminary. From it, we will provide a baseline against which to measure future growth.

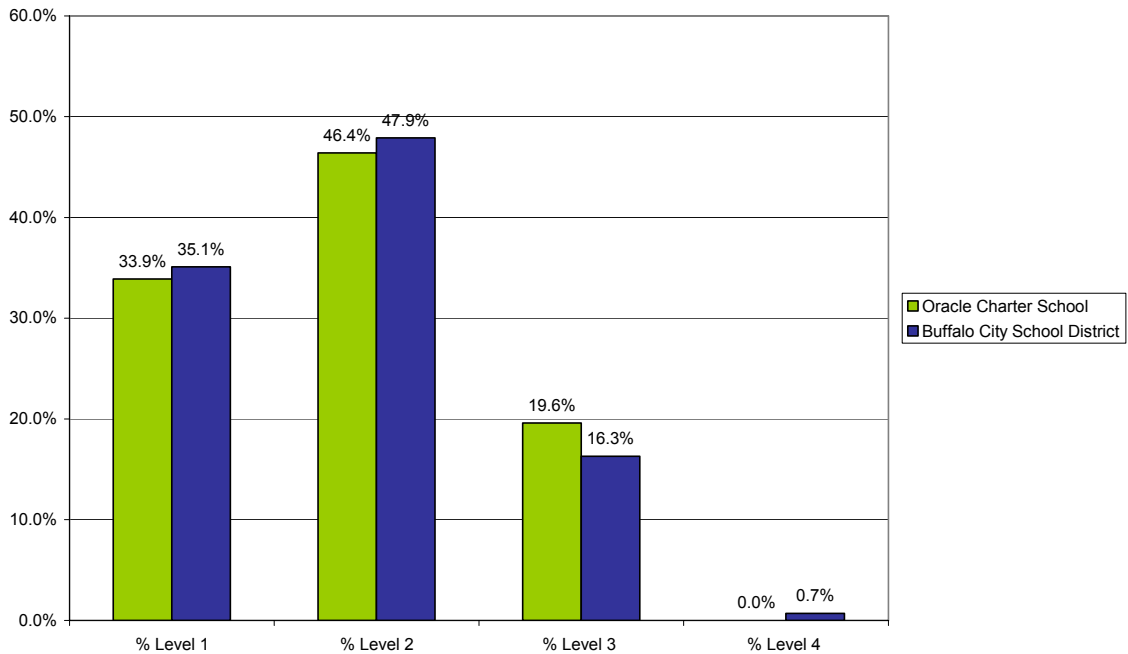
Once Mathematics examination results are released by the State Commissioner, we will compare Oracle Charter School students' performance on NYS Math examinations with student performance in the Buffalo Public School District.

Results: Table Math 2 presents the result for Oracle Charter School's 8th grade cohort on the Math examination compared to the aggregate performance of the Buffalo Public School's 8th grade students.

TABLE MATH 2:			
2006 8TH GRADE MATH: COMPARISON BETWEEN OCS AND BPS			
Oracle Charter School			
n=56			
Level 1	Level 2	Level 3	Level 4
33.9%	46.4%	19.6%	0.0%
Buffalo Public School District			
n=4126			
Level 1	Level 2	Level 3	Level 4
35.1%	47.9%	16.3%	0.7%

Figure Math 2 provides a graphical representation of the comparison between Oracle Charter School's 8th grade student performance on the 2006 Math examination and the Buffalo Public School District's 8th grade student performance.

**Figure Math 2: Comparison of 2006 8th Grade Student Performance:
Oracle Charter School and Buffalo Public School District**



Evaluation: Oracle Charter School’s baseline scores indicate that our students were able to perform slightly better than 8th grade students in the Buffalo Public schools. 19.6% of Oracle students scored at Levels 3 and 4 whereas 17.0% of students in the Buffalo Public school system scored at the highest levels. In addition, fewer Oracle students scored at Levels 2 and 1 than students in the Buffalo public schools. We acknowledge that the margins in our baseline scores are slender and that our goal is to increase our performance in relation to the Buffalo Public Schools in future test administrations.

Measure 6: Each year, the school will exceed its expected level of performance on the State math exam by at least a small Effect Size (performing higher than expected to 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 performs a comparative analysis of school performance to determine an Effect Size for charter schools. This comparative analysis is a regression analysis based on the proportion of students eligible for free lunch among public schools statewide. We will not perform this analysis for Oracle Charter School ourselves.

We will include the Charter Schools Institute’s Comparative Performance Analysis of Oracle Charter School students’ 2005 – 06 Mathematics assessment data in our 2007 Annual Report to consolidate analyses.

Results: Oracle Charter School has no results to report at this time.

Evaluation: Not yet available.

Measure 7: Each year, the percent of students performing at or above Level 3 for middle school or a score of 65% for high school on the State Mathematics exams in each tested grade will be greater than that of the following demographically similar school: Buffalo Academy of Visual and Performing Arts.

Method: Oracle Charter School students' performance on the State Math examination will be compared annually to that of students attending Buffalo Academy of Visual and Performing Arts (BAVPA). Please refer to the previous discussion of the demographic comparisons between Oracle Charter School and BAVPA⁶.

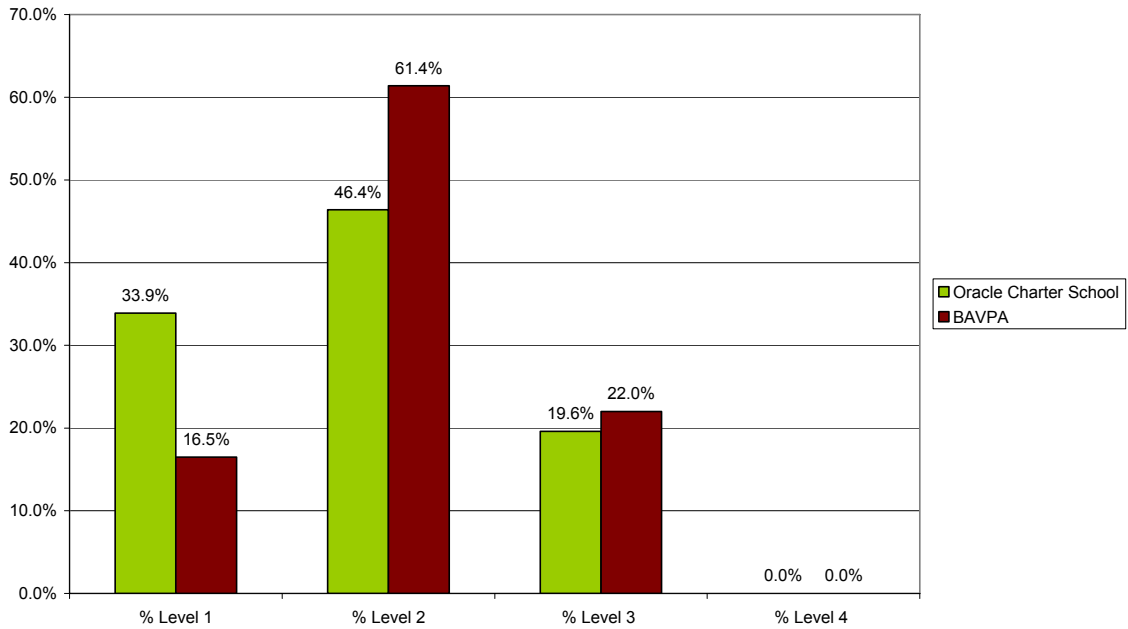
Results: Table Math 3 presents the result for Oracle Charter School's 8th grade cohort on the Math examination compared to the performance of 8th grade students enrolled in the Buffalo Academy of Visual and Performing Arts.

TABLE MATH 3: 2006 8TH GRADE MATH: COMPARISON BETWEEN OCS AND BPS			
Oracle Charter School n=56			
Level 1	Level 2	Level 3	Level 4
33.9%	46.4%	19.6%	0.0%
Buffalo Academy of Visual and Performing Arts n=127			
Level 1	Level 2	Level 3	Level 4
16.5%	61.4%	22.0%	0.0%

Figure Math 3 provides a graphical representation of the comparison between Oracle Charter School's 8th grade student performance on the 2006 Math examination and 8th grade student performance at the Buffalo Academy for the Visual and Performing Arts (BAVPA).

⁶ This discussion can be found in relation to Goal 1, Measure 7.

**Figure Math 3:
Comparison of 2006 8th Grade Student Performance:
Oracle Charter School and BAVPA**



Evaluation: Oracle Charter School students are not yet meeting this comparative accountability measure. 22.0% of BAVPA students are able to score at Levels 3 and above, and 19.6% of Oracle students are able to score at Levels 3 and above.

VALUE ADDED TO STUDENT LEARNING

Measure 8: For the 2006-07 through 2009-10 school years, grade-level cohorts of students⁷ will reduce by one half the gap between the percent at or above Level 3 for middle school or a score of 65% for high school on the previous year's State Math exam and 75 percent at or above Level 3 for middle school or a score of 65% for high school on the current year's State Math exam.⁸

Method: The scores earned by Oracle Charter School students on the March 2006 administration of the 7th and 8th grade Mathematics exams will provide a baseline against which to measure future growth in relation to this measure.

Results: Not applicable at this time.

Evaluation: Not applicable at this time.

⁷ This value-added measure applies to students in 8th grade and above who have been enrolled at Oracle Charter School for a minimum of two years.

⁸ If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Measure 9: For the 2006-07 through 2009-10 school years, grade-level cohorts of students will reduce by one half the gap between their Mean Normal Curve Equivalent (MNCE) in the previous fall on the mathematics subscore of the Terra Nova examination and an NCE of 50 (i.e., grade-level) in the current fall. If a grade level exceeds an NCE of 50 in the previous year, the cohort will show an increase in the current year.

Method: Oracle Charter School has been in operation for one full year. We have thus not had the opportunity to test a grade-level cohort of students on consecutive fall administrations of the same standardized test, so we cannot yet report accurately on our performance in relation to this measure.

However, the burden of proof is on each charter school to document and support the school's impact on student achievement and, ultimately, to make its case for charter renewal. Therefore, we have chosen to administer the same standardized test twice during the 2005 – 06 academic year and to report preliminarily on our students' fall-to-spring results. These results are less meaningful than the fall-to-fall results that we will be able to report in next year's Accountability Plan Progress Report, but we present them to establish a baseline of student performance and to indicate the school's likelihood of meeting our performance goal on next year's fall test administration.

All Oracle Charter School students enrolled in grades 7, 8, and 9 were given the Terra Nova Basic Battery in November 2005 and again in June 2006. The Terra Nova examinations are nationally normed standardized tests. The Basic Battery examination assesses student proficiency in relation to students' reading comprehension, language, and mathematics skills.

For the purpose of this cohort analysis, we will present scores only for those students who were tested at both the fall and the spring Terra Nova administrations.

Please refer to the preceding discussion⁹ of Normal Curve Equivalents and our comparison, in Chart 1, of the most common scales we use to report student performance.

Assessment results on the Terra Nova examination are presented in terms of NCEs or Normal Curve Equivalents; it is important to note that, when discussing NCEs, an NCE of 50 indicates grade level performance.

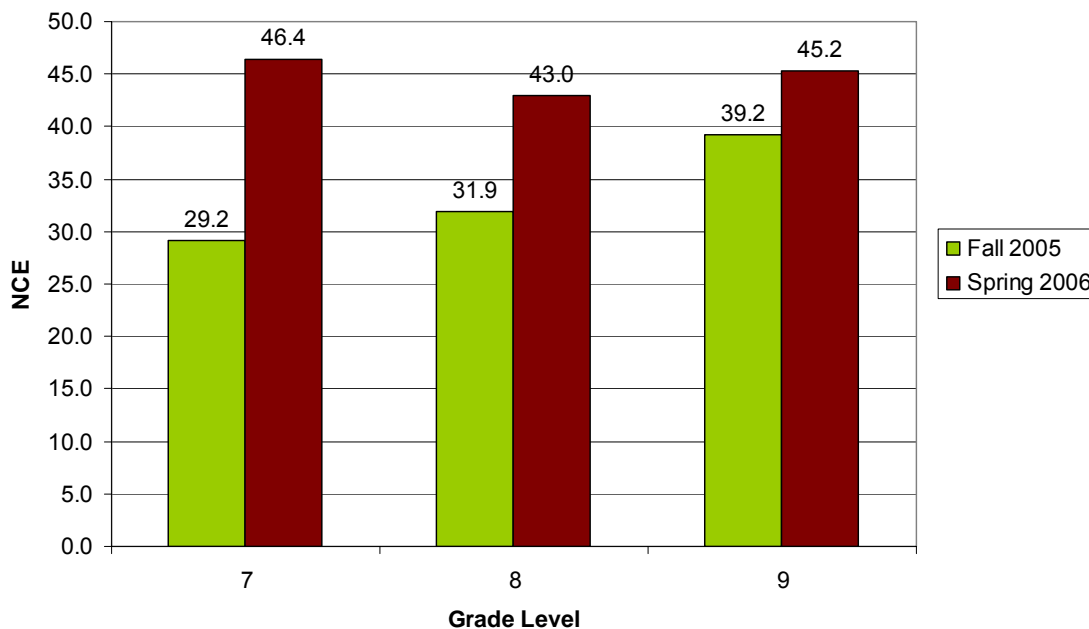
Results: Table 3 presents the result for each cohort on the Mathematics sub-score of the Terra Nova examination.

⁹ This discussion can be found in relation to Goal 1, Measure 9.

TABLE 3 : TERRA NOVA ASSESSMENT SUB- SCORES		Grade 7 <i>Cohort Class of 2011</i> n=45 NCE	Grade 8 <i>Cohort Class of 2010</i> n=49 NCE	Grade 9 <i>Cohort Class of 2009</i> n=51 NCE
Terra Nova Mathematics	Fall 2005	29.2	31.9	39.2
	Spring 2006	46.4	43.0	45.2
	Gain	17.2	11.1	6

Figure Terra Nova 3 presents the Terra Nova Mathematics Sub-Scores by Grade Level.

Figure Terra Nova 3:
Oracle Charter School: Terra Nova Mathematics Sub-Scores by Grade Level



Evaluation: As is evident in relation to baseline performance in Mathematics Sub-Score of the Terra Nova examination, Oracle Charter School's incoming cohorts of students arrived at the school performing significantly below grade level. Baseline scores were 29.2 NCE for the 7th grade, 31.9 NCE for the 8th grade, and 39.2 NCE for the 9th grade.

Following one year of work within the academic program and learning environment being established at Oracle Charter School, we are able to report fall-to-spring improvement gains in relation to all student cohorts.

All of Oracle's grade level cohorts recorded impressive gains, with our 7th grade increasing from 29.2 to 46.4, a gain of 17.2 NCE; our 8th grade increasing from 31.9 to 43.0, a gain of 6.8 NCE; and our 9th grade increasing from 39.2 to 45.2, a gain of 6.0 NCE.

To meet our accountability goal, Oracle students, whose baseline scores are all below grade level, or an NCE of 50, will need to reduce by one half the gap between their NCE in the previous fall on the Terra Nova Reading and Language sub-scores, and an NCE of 50 (grade-level) in the following fall.

Table 4 presents Oracle students' gains on the fall-to-spring mathematics sub-scores compared to the fall-to-fall gains anticipated by this accountability plan measure. Although this data is preliminary, based on this comparison, all grade level cohorts at Oracle Charter School appear to be on track to meet or exceed this goal.

TABLE 4: TERRA NOVA ASSESSMENT ACCOUNTABILITY GAINS		Grade 7 <i>Cohort Class of</i> 2011 n=45 NCE	Grade 8 <i>Cohort Class of</i> 2010 n=49 NCE	Grade 9 <i>Cohort Class of</i> 2009 n=51 NCE
Terra Nova Mathematics	Fall 2005	29.2	31.9	39.2
	Fall-to-Spring Gain	17.2	11.1	6.0
	Fall-to-Fall Gain Calculation	$(50-29.2)/2$	$(50-31.9)/2$	$(50-39.2)/2$
	Accountability Gain	10.4	9.1	5.4

Summary: New York State testing data for 7th and 8th grade mathematics confirms that Oracle students are performing significantly below grade level. However, based on our preliminary data in Terra Nova Mathematics sub-scores, we can point out significant gains *across all grade level cohorts*. Although we can in no way make conclusive statements about Oracle students' gains in year one of the school's operation, we believe that this initial data confirms classroom observation of student progress and supports the validity of Oracle math teachers' curriculum and pedagogy.

Action Plan: A review of individual student performance on the Terra Nova mathematics sub-scores and observations of students throughout the year provides a partial contrast to this cohort data analysis. These results indicate that some Oracle students at each grade level possess significantly stronger math skills than their cohort averages.

This year, we did not address the students' varied skills effectively, grouping them heterogeneously and maintaining fixed groupings across content areas. After two administrations of standardized testing and time spent getting to know our student cohorts' strengths and weaknesses, we plan to change our approach to student grouping in the 2006-07 academic year. Next year, we will create flexible classroom groupings based on current student performance levels to allow us to more adequately address the needs of all learners. We also plan to create an Honors math group within the school's rising 9th and 10th grades to accelerate students with strong math skills. In the current 9th

grade, our cohort Class of 2009, our Honors group of students may not be able to accelerate quickly enough to be on path to take the Math A assessment in January. However, in the current 8th grade, our cohort Class of 2010, an Honors group of students will be accelerated to take the Math A examination in January 2008 rather than June 2008, moving on more quickly to Math B content.

To further strengthen the department overall, we plan to target top performing schools in relation to middle school and high school mathematics and send Oracle's math teachers to visit identified schools. Ideally, we would like to identify charter schools serving students in the same grade ranges and similar demographic populations which are out-performing similar schools and allow our math department to learn from previous schools' success. Additionally, we plan to send our math teachers to the NYS mathematics conference to learn skills and test taking strategies that apply specifically to New York State's curriculum and testing program.

To the strengths already evident in this department, we have added an additional staff member for the 2006-07 academic year who is dual certified in Special Education. This new department member will bring knowledge and perspective to further strengthen our mathematics instructional practice through differentiation of instruction.

Goal 3: Oracle Charter School students will demonstrate competency in the understanding of Social Studies and citizenship concepts and the application of historical knowledge.

ABSOLUTE PROFICIENCY

<p><u>Measure 1:</u> In each year, 75 percent of 8th grade students in at least their second year at Oracle Charter School will perform at or above Level 3 on the New York State Social Studies examination.</p>
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Method: All 8th grade students enrolled at Oracle Charter School took the New York State Social Studies examination in June 2006. The Social Studies exam assesses knowledge of American history and analytical and writing skills based on document based questions. These skills and knowledge are acquired as a result of a student's cumulative educational experience. Consequently, progress towards this goal will be measured by reporting on the scores of students who have been in attendance at Oracle Charter School for at least two years, long enough for us to assess the effect of Oracle's academic program and educational environment on the measurable skills of our students.

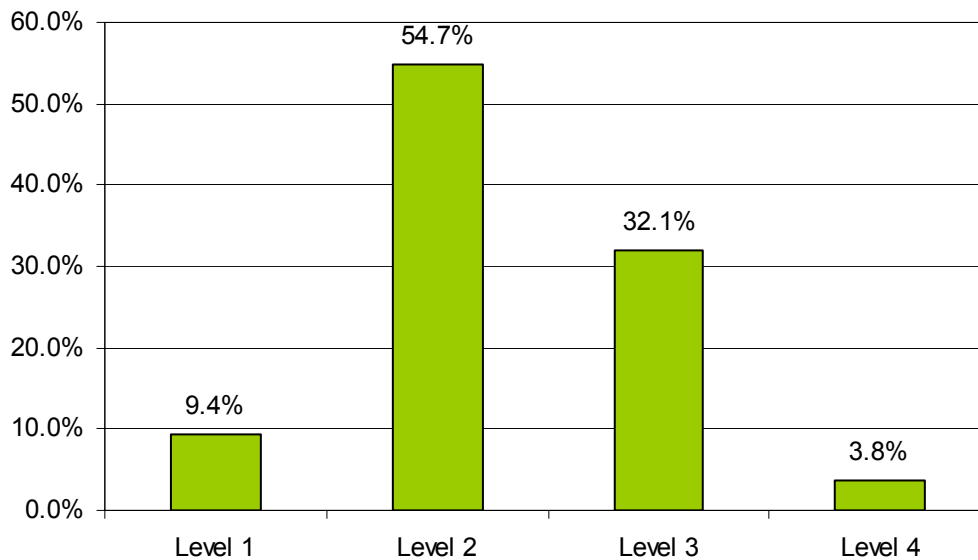
At the time of their examination, 8th grade students had been in attendance at Oracle Charter School for only one year. As none of our students has been in attendance at least two years, the discussion that we will be able to provide following the 2005-06 school year will be preliminary. From it, we will provide a baseline against which to measure future growth.

Results: Table Social Studies 1 presents the result for Oracle Charter School's 8th grade cohort on the Social Studies examination.

TABLE SOCIAL STUDIES 1: 2006 8 TH GRADE SOCIAL STUDIES EXAM			
Level 1	Level 2	Level 3	Level 4
n=5	n=29	n=17	n=2
9.4%	54.7%	32.1%	3.8%

Figure Social Studies 1 also presents Oracle Charter School's baseline scores for the 8th grade Social Studies examination.

**Figure Social Studies 1:
OCS 8th Grade Student Performance**



Evaluation: Oracle Charter School students' performance on the 8th grade Social Studies examination was disappointing, with only 35.9% of our students scoring at Level 3 or above. Our Social Studies teachers will work to ensure continuity between the 7th and 8th grade curricula provide them with the historical knowledge necessary to succeed on the 8th grade Social Studies examination.

Measure 2: 75% of the students in each high school cohort will score at least 65 on the New York State Global History and United States History Regents exams.

Method: Next year in 2007, Oracle Charter School's class of 2009, our first high school cohort group, will take the New York State Global History Regents examination in June. The same cohort group will take the United States History Regents examination in June of 2008. Until these administration dates, no Oracle students will take these examinations.

Results: We will have no results to report for this Accountability Plan Measure until 2007.

Evaluation: Not applicable at this time.

Measure 3: 15% of Oracle Charter School students will demonstrate competency by scoring a Level 2 or above on an AP history or government exam by Grade 12.

Method: In the 2007 – 08 academic year, we plan to include an Advanced Placement American History course in Oracle Charter School’s curriculum. This course will prepare 11th grade students in Oracle’s class of 2009, our first high school cohort group, to take the AP American History examination. Until that time, no Oracle students will take this examination.

In subsequent academic years, we may introduce additional Advanced Placement history or government courses. No Oracle students will take additional history or government AP examinations until the 2008 – 09 academic year at the earliest.

Results: We will have no results to report for this Accountability Plan Measure until 2008.

Evaluation: Not applicable at this time.

COMPARATIVE PROFICIENCY ON STATE EXAMS

Measure 4: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 for middle school or a score of 65% for high school on the State Social Studies exams will be greater than that of the Buffalo school district.

Method: All 8th grade students enrolled at Oracle Charter School took the New York State Social Studies examination in June 2006. No Oracle students took the commencement level (high school) Global History or American History Regents examinations in 2006. The middle school Social Studies exams assess knowledge of American history and analytical and writing skills based on document based questions. These skills and knowledge are acquired as a result of a student’s cumulative educational experience. Consequently, progress towards this goal will be measured by reporting on the scores of students who have been in attendance at Oracle Charter School for at least two years, long enough for us to assess the effect of Oracle’s academic program and educational environment on the measurable skills of our students.

At the time of their examination, 8th grade students had been in attendance at Oracle Charter School for only one year, and the first year of the middle school American history curriculum had been delivered at the students’ previous schools. As none of our students has been in attendance at least two years, the discussion that we will be able to provide following the 2005-06 school year will be preliminary. From it, we will provide a baseline against which to measure future growth.

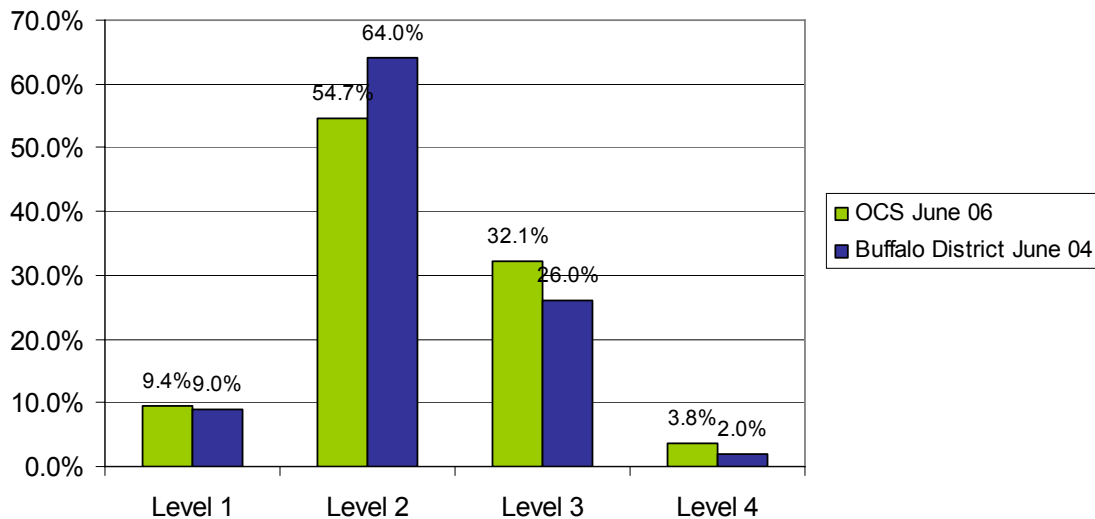
Once Social Studies examination results are released by the State Commissioner, we will compare Oracle Charter School students’ performance on NYS Social Studies examinations with student performance in the Buffalo Public School District.

Results: Table Social Studies 2 presents the results for Oracle Charter School's 8th grade cohort on the Social Studies examination compared to the aggregate performance of the Buffalo Public School's 8th grade students.

TABLE SOCIAL STUDIES 2:			
2006 8TH GRADE SOCIAL STUDIES: COMPARISON BETWEEN OCS AND BPS			
Oracle Charter School			
n=53			
Level 1	Level 2	Level 3	Level 4
9.4%	54.7%	32.1%	3.8%
Buffalo Public School District			
n=3404			
Level 1	Level 2	Level 3	Level 4
9%	64%	26%	2%

Figure Social Studies 2 provides a graphical representation of the comparison between Oracle Charter School's 8th grade student performance on the 2006 Social Studies examination and the Buffalo Public School District's 8th grade student performance.

**Figure Social Studies 2:
Comparison of 8th Grade Student Performance
Oracle Charter School and Buffalo Public Schools**



Evaluation: Oracle Charter School's baseline scores indicate that our students were able to out perform 8th grade students in the Buffalo Public schools. 35.9% of Oracle students scored at Levels 3 and 4 whereas 28% of students in the Buffalo Public school system scored at the highest levels. In addition, fewer Oracle students scored at Levels 2 and 1 than students in the Buffalo public schools.

Measure 5: Each year, the percent of students performing at or above Level 3 for middle school or a score of 65% for high school on the State Social Studies exams in each tested grade will be greater than that of the following demographically similar school: Buffalo Academy of Visual and Performing Arts.

Method: Oracle Charter School students’ performance on the State Social Studies examinations will be compared annually to that of students attending Buffalo Academy of Visual and Performing Arts (BAVPA). Please refer to the previous discussion of the demographic comparisons between Oracle Charter School and BAVPA¹⁰.

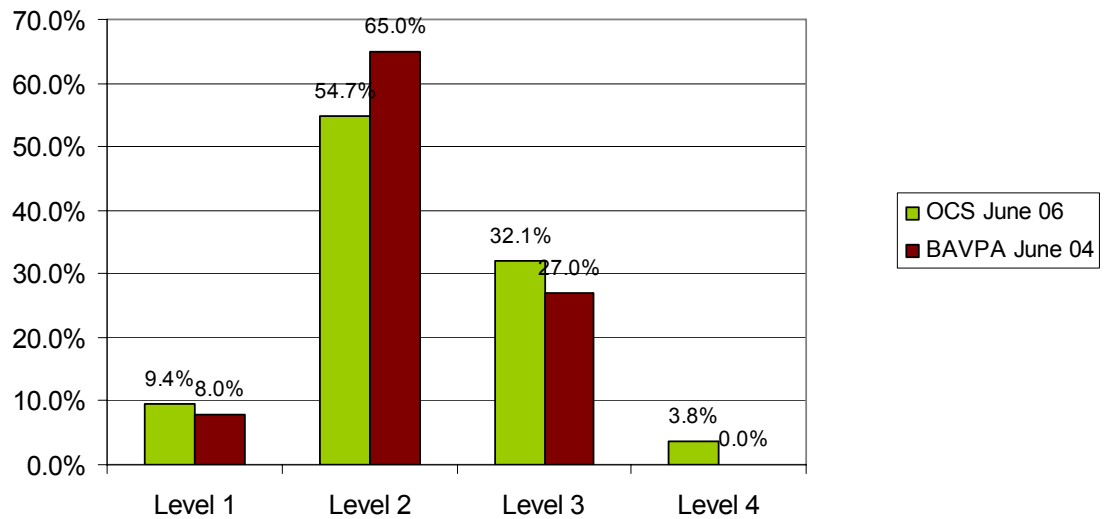
Results: Table Social Studies 3 presents the result for Oracle Charter School’s 8th grade cohort on the Social Studies examination compared to the performance of 8th grade students at BAVPA.

TABLE SOCIAL STUDIES 3: 2006 8TH GRADE SOCIAL STUDIES: COMPARISON BETWEEN OCS AND BAVPA			
Oracle Charter School n=53			
Level 1	Level 2	Level 3	Level 4
9.4%	54.7%	32.1%	3.8%
Buffalo Academy for the Visual and Performing Arts n=86			
Level 1	Level 2	Level 3	Level 4
8%	65%	27%	0%

Figure Social Studies 3 provides a graphical representation of the comparison between Oracle Charter School’s 8th grade student performance on the 2006 Social Studies examination and BAVPA’s 8th grade student performance.

¹⁰ This discussion can be found in relation to Goal 1, Measure 7.

**Figure Social Studies 3:
Comparison of 8th Grade Student Performance
Oracle Charter School and BAVPA**



Evaluation: Oracle Charter School’s baseline scores indicate that our students were able to out perform 8th grade students enrolled at BAVPA. 35.9% of Oracle students scored at Levels 3 and 4 whereas 27% of 8th grade students at BAVPA scored at the highest levels. In addition, fewer Oracle students scored at Levels 2 and 1 than students at BAVPA.

Summary: The preliminary scores reported for Oracle Charter School’s 8th grade Social Studies testing program indicate that the 8th grade population enrolled at OCS was not adequately prepared with the skills and knowledge necessary for them to succeed on the test. Because the 8th grade Social Studies examination assesses skills and knowledge accumulated through a two year curriculum, we anticipate that these scores will be stronger in the coming year, when our first 7th grade class takes the assessment as 8th grade students.

Action Plan: Our internal assessments of student knowledge and skills indicate that Oracle Charter School students are not currently meeting our accountability standards and performing at the level that meets standards on New York State assessments. Oracle Charter School’s student population has varied strength in relation to critical thinking and analytical writing skills. These skills are crucial for student success on the document based portions of New York State Social Studies examinations.

To address these deficiencies, we plan to engage in professional development with our Social Studies teachers that will support their instruction in relation to students’ writing and critical thinking skills. Among other professional development, our Social Studies teachers will be included in the school’s Step Up to Writing training. Moreover, our observations of classroom practice indicate that Oracle students will benefit from more variety in instructional practice. To support the important work of a content area grounded in reading and writing skill development, we will engage in professional development of the Social Studies faculty that focuses on literacy support and extracting

meaning and writing in response to historical documents. Further professional development in the 2006-07 academic year will focus on differentiated instruction and on instructional methods through a peer mentoring program as well as professional study.

Goal 4: Oracle Charter School students will demonstrate competency in the understanding of scientific concepts and the application of scientific reasoning.

ABSOLUTE PROFICIENCY

Measure 1: 75% of 8th grade students in at least their second year at Oracle Charter School will perform at or above Level 3 on the New York State Science examination.

Method: All 8th grade students enrolled at Oracle Charter School took the New York State Science examination in May 2006. The 8th grade science test assesses scientific knowledge, problem solving, and laboratory skills acquired as a result of a student's cumulative educational experience. Consequently, progress towards this goal will be measured by reporting on the scores of students who have been in attendance at Oracle Charter School for at least two years, long enough for us to assess the effect of Oracle's academic program and educational environment on the measurable skills of our students.

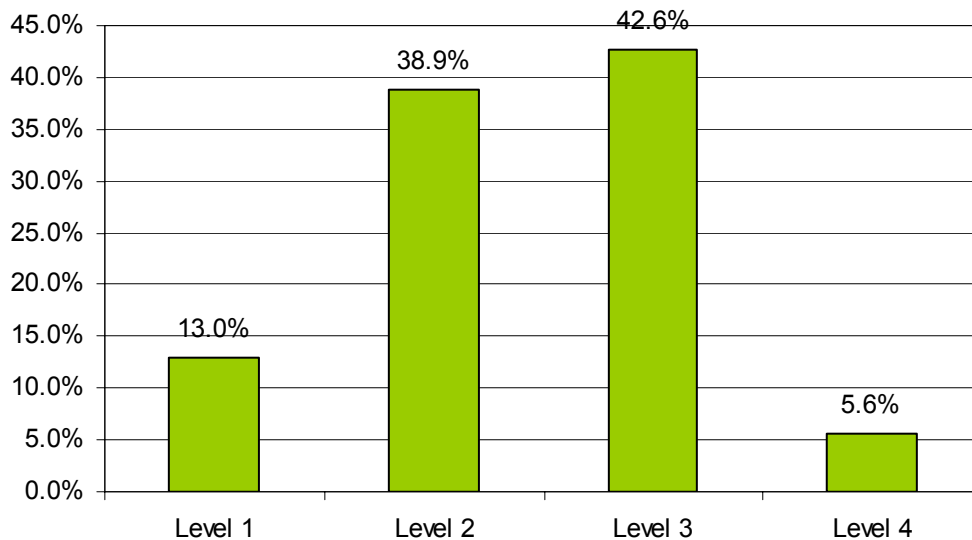
At the time of their examination, 8th grade students had been in attendance at Oracle Charter School for nine months. As none of our students has been in attendance at least two years, the discussion that we will be able to provide following the 2005-06 school year will be preliminary. From it, we will provide a baseline against which to measure future growth.

Results: Table Science 1 presents the result for Oracle Charter School's 8th grade cohort on the Social Studies examination.

TABLE SCIENCE 1: 2006 8TH GRADE SCIENCE EXAM			
Level 1	Level 2	Level 3	Level 4
n=7	n=21	n=23	n=3
13.0%	38.9%	42.6%	5.6%

Figure Science 1 also presents Oracle Charter School's baseline scores for the 8th grade Social Studies examination.

Figure Science 1: OCS 8th Grade Student Performance



Evaluation: In our baseline year, 48.2% of Oracle Charter School students scored at Level 3 or above on the 8th grade Science examination. To meet our accountability measure, Oracle science teachers will use test data to drive instruction and strengthen our students’ knowledge and performance abilities in weak areas.

Measure 2: 75% of each high school cohort will score at least 65% on a New York State Science Regents exam.

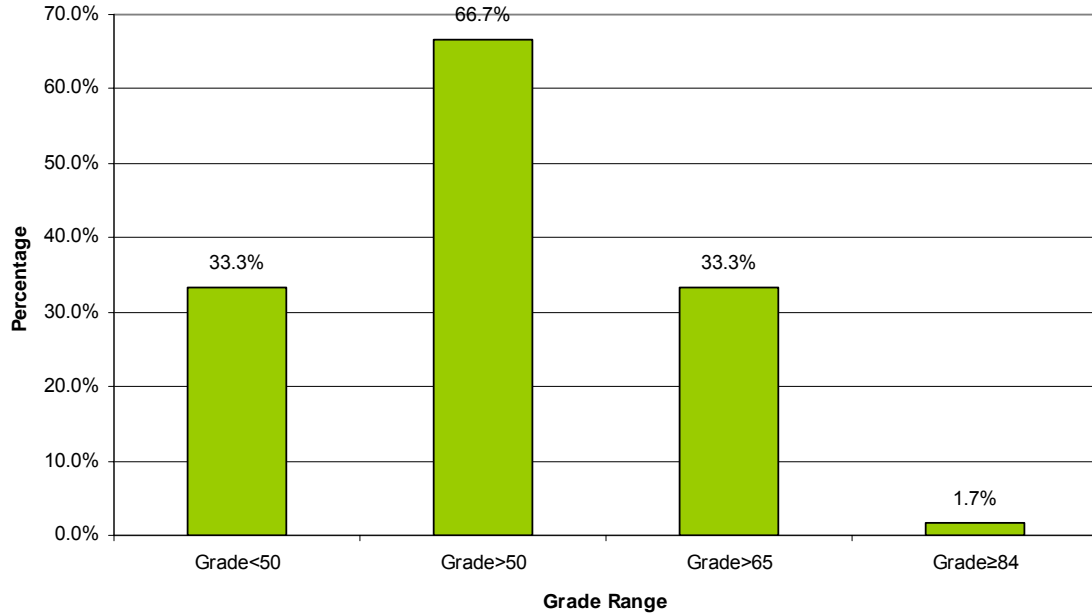
Method: All 9th grade students enrolled at Oracle Charter School took the New York State Living Environment Regents examination in June 2006. This Regents examination assesses students’ knowledge and application of Biology, along with students’ problem solving and critical thinking skills. These skills and knowledge are acquired both as a result of a student’s participation in a course which delivers a Regents-level Biology curriculum and a student’s cumulative educational experience.

Results: Table Science 2 presents the result for Oracle Charter School’s 9th grade cohort on the Living Environment Regents examination.

TABLE SCIENCE 2: LIVING ENVIRONMENT REGENTS			
Grade<55	Grade≥55	Grade≥65	Grade≥85
n=20	n=40	n=20	n=1
33.3%	66.7%	33.3%	1.7%

Figure Science 2 also presents Oracle Charter School students' performance on the Regents Living Environment examination.

**Figure Science 2:
OCS Living Environment Regents**



Evaluation: Oracle Charter School students' performance on the Living Environment Regents was disappointing, with only 33.3% of our students scoring at least 65%. While 75% of the Class of 2009 cohort, our current 9th grade students, need to pass only one science Regents exam and they have three additional Regents science courses ahead of them in the Oracle curriculum, we fully acknowledge that further intervention is necessary to meet this accountability measure.

The likelihood is quite high that the 33.3% of students who passed the Living Environment Regents will go on to pass subsequent Regents science examinations. Therefore, our focus in the coming year will be increasing the proficiency of those students who are currently scoring between 65% and 55% so that they can score in the range that meets standards. This group comprises an additional 26.6% of Oracle's population in the 9th grade cohort.

In our analysis of student performance on their first science Regents examination, we believe that the skills our students were most lacking were applications, problem solving, and critical thinking skills. Therefore, our science teachers will work to consistently emphasize the application of science terms and knowledge to solve real-world problems over the rehearsal of rote knowledge.

Measure 3: 15% of Oracle Charter School students will demonstrate competency by scoring a Level 2 or above on an AP science exam by Grade 12.

Method: In the 2008 – 09 academic year, we plan to include an Advanced Placement Science course in Oracle Charter School’s curriculum. This course will prepare 12th grade students in Oracle’s class of 2009, our first high school cohort group, to take the AP Environmental Science examination. Until that time, no Oracle students will take this examination.

Results: We will have no results to report for this Accountability Plan Measure until 2009.

Evaluation: Not applicable at this time.

COMPARATIVE PROFICIENCY ON STATE EXAMS

Measure 4: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 for middle school or a score of 65% for high school on the State Science exams will be greater than that of the Buffalo school district.

Method: Oracle Charter School students’ results are compared against the most recent data reported for the Buffalo Public School District on the New York State Education Department’s District Report Card Comprehensive Information Report. The most recent testing data on the District Report Card records 2003-2004 student performance on the Living Environment Regents.

Results: Table Science 3 presents the results for Oracle Charter School students on the 8th grade Science examination

TABLE SCIENCE 3:			
2006 8TH GRADE SCIENCE: COMPARISON BETWEEN OCS AND BPS			
Oracle Charter School			
n=54			
Level 1	Level 2	Level 3	Level 4
13%	38.9%	42.6%	5.6%
Buffalo Public School District			
n=2883			
Level 1	Level 2	Level 3	Level 4
10.7%	32.9%	44.4%	12%

Figure Science 3 presents the same data graphically, comparing Oracle Charter School students’ performance on the Regents Living Environment examination with student performance in the Buffalo Public School District overall.

**Figure Science 3:
Comparison of 8th Grade Student Performance
Oracle Charter School and Buffalo Public Schools**

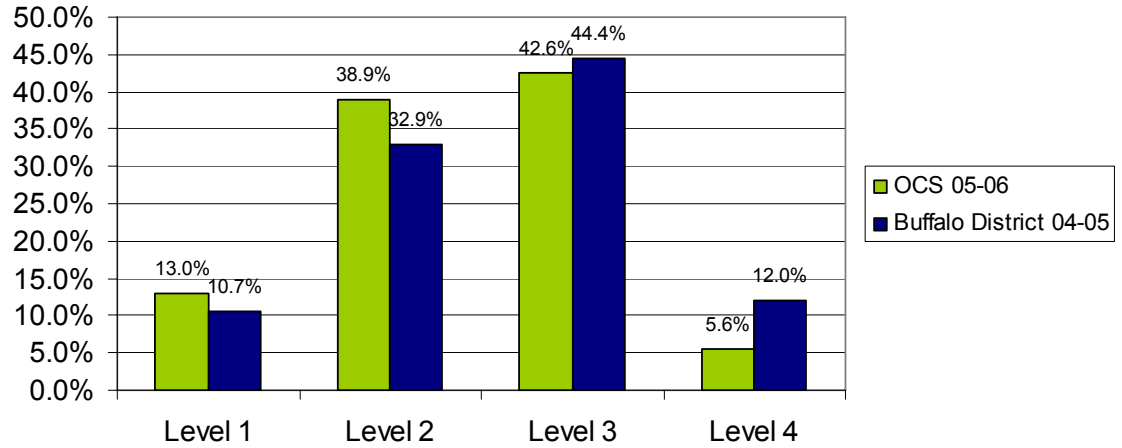
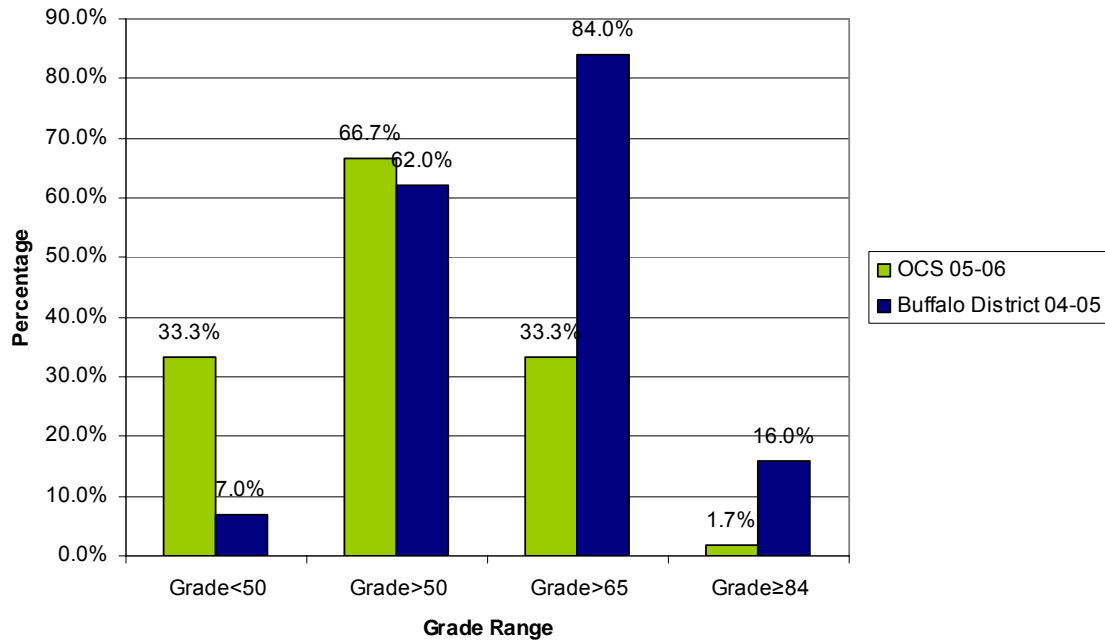


Table Science 4 presents the result for Oracle Charter School’s 9th grade cohort on the Living Environment Regents examination.

TABLE SCIENCE 4: LIVING ENVIRONMENT REGENTS		
	Oracle Charter School	Buffalo District
Grade≥85	n=1 1.7%	n=209 7%
Grade≥65	n=20 33.3%	n=1827 62%
Grade≥55	n=40 66.7%	n=2461 84%
Grade<55	n=20 33.3%	n=479 16%

Figure Science 4 presents the same data graphically, comparing Oracle Charter School students’ performance on the Regents Living Environment examination with student performance in the Buffalo Public School District overall.

**Figure Science 4:
Comparison of Oracle Charter School and Buffalo District Data:
Living Environment Regents**



Evaluation: Looking at our data from the 2006 8th grade Science examination as well as the June 2006 administration of the Living Environment Regents examination, we can see that Oracle teachers and students currently have a long way to go to meet the requirements of this accountability measure.

In our baseline year, 48.2% of Oracle Charter School scored at Level 3 or higher on the 8th grade Science examination. In the Regents testing program, only 33.3% of Oracle students scored at Proficient or Advanced Proficient levels.

Measure 5: Each year, the percent of students performing at or above Level 3 for middle school or a score of 65% for high school on the State Science exams in each tested grade will be greater than that of the following demographically similar school: Buffalo Academy of Visual and Performing Arts.

Method: Oracle Charter School students’ results are compared against the most recent data reported for Buffalo Academy of Visual and Performing Arts (BAVPA) on the New York State Education Department’s District Report Card Comprehensive Information Report. The most recent testing data on the District Report Card records 2003-2004 student performance on the Living Environment Regents.

Results: Table Science 5 presents the result for Oracle Charter School’s 8th grade cohort on the Science examination compared to the performance of 8th grade students at BAVPA.

TABLE SCIENCE 5: 2006 8TH GRADE SCIENCE: COMPARISON BETWEEN OCS AND BAVPA			
Oracle Charter School n=54			
Level 1	Level 2	Level 3	Level 4
13.0%	38.9%	42.6%	5.6%
Buffalo Academy for the Visual and Performing Arts n=85			
Level 1	Level 2	Level 3	Level 4
3.5%	17.6%	50.6%	28.2%

Figure Science 5 provides a graphical representation of the comparison between Oracle Charter School's 8th grade student performance on the 2006 Science examination and BAVPA's 8th grade student performance.

**Figure Science 5:
Comparison of 2006 8th Grade Student Performance
Oracle Charter School and BAVPA**

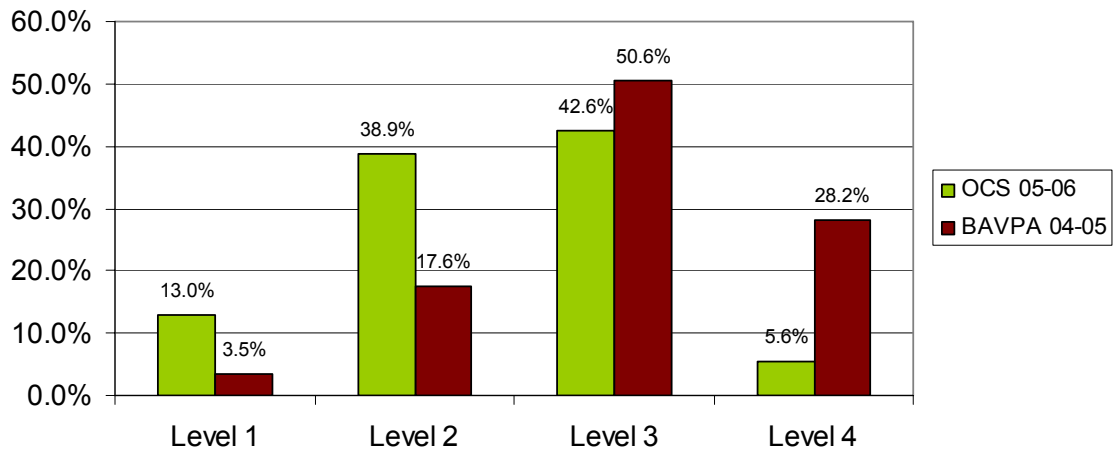


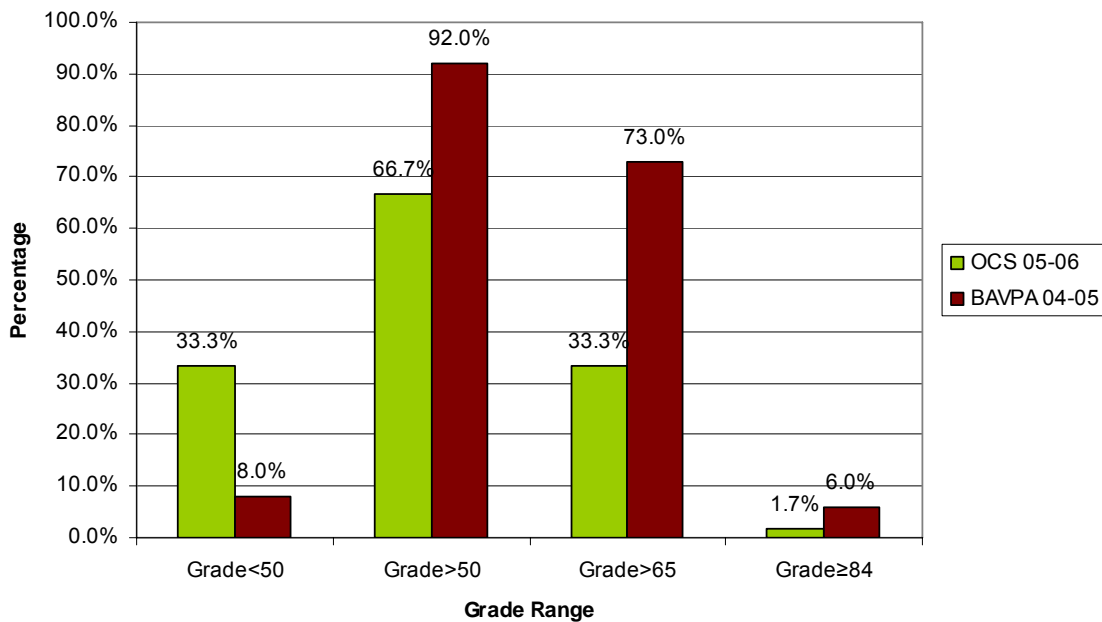
Table Science 6 presents the results for Oracle Charter School's 9th grade cohort on the Living Environment Regents examination.

TABLE SCIENCE 5: LIVING ENVIRONMENT REGENTS		
	Oracle Charter School	BAVPA
Grade≥85	n=1 1.7%	n=11 6%
Grade≥65	n=20 33.3%	n=132 73%
Grade≥55	n=40	n=166

	66.7%	92%
Grade<50	n=20	n=14
	33.3%	8%

Figure Science 6 presents the same data graphically, comparing Oracle Charter School students' performance on the Regents Living Environment examination with student performance at BAVPA.

**Figure Science 6:
Comparison of Oracle Charter School and BAVPA:
Living Environment Regents**



Evaluation: Looking at the comparison data between Oracle Charter School and BAVPA, we find our results extremely disappointing. Clearly, Oracle Charter School teachers and students have a long way to go to meet this comparative accountability measure.

In our analysis of individual student scores, we can see that 38.9% of 8th grade students scored at Level 2, and 66.7% of 9th grade students scored between 64% and 50% on the Living Environment Regents examination. It is our intention to focus on these students first and strengthen their skills and knowledge so that they can meet the state Science standards. We believe that the instruction and practice we will give the students, both in Oracle's summer school and in the 2006 – 07 school year, will significantly improve these students' performance.

Summary: The preliminary scores reported for Oracle Charter School's science testing program indicate that the population enrolled at OCS was not adequately prepared with

the skills and knowledge necessary for them to succeed in science. Overall, our students struggle to apply science concepts.

Action Plan: To address the deficiencies in Oracle students' performance in relation to science standards, we plan to begin with the end firmly in mind. Oracle science teachers will undergo professional development to familiarize them more with the state's testing program; as part of this professional training, we plan to send our teachers to the state science teachers conference. Like their colleagues in Oracle's math department, we plan to work with Oracle science teachers to target top performing schools in relation to middle school and high school science. Ideally, we would like to identify charter schools serving students in the same grade ranges and similar demographic populations which are out-performing similar schools and allow our science department to learn from previous schools' successes.

Further, we will monitor classroom curricula to ensure that students are receiving examples and materials that will familiarize them with test questions and expectations. Specifically, we will ensure that students are being exposed to the questions and formats of previous state tests.

As previously noted, in relation to Oracle students' performance on the Living Environment Regents examination, one of the students' greatest deficiencies was in their ability to apply their rote knowledge within the context of the examination. Another strong deficiency was in students' critical thinking and problem solving skills. These deficiencies are clearly related to the difference between students' factual memorization and their ability to apply knowledge and demonstrate understanding. In the 2006 – 07 academic year, we plan to develop curriculum and assessments within the science department that will emphasize application and problem solving and move away from assessments of rote knowledge.

Goal 5: Oracle Charter School performance will meet NCLB accountability requirements.

<p><u>Measure 1:</u> Each year under the state's NCLB accountability system, Oracle Charter School's Accountability Status will be "Good Standing."¹¹</p>
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Method: Oracle's NCLB Accountability Status is determined by the New York State Education Department. NYSED has determined statewide accountability standards in response to federal directives under NCLB to ensure that 100% of students are meeting state performance standards. Oracle Charter School's initial status will be reported to the school as part of our 2006 New York State Report Card. However, a school's initial status is "Good Standing." Moreover, the state does not alter a school's accountability status unless it has failed to make Adequate Yearly Progress (AYP) for two consecutive years. Therefore, we anticipate that our accountability status for 2005 – 06 will be in "Good Standing."

¹¹ Oracle Charter School's NCLB reports will be published with the school's annual SED report card.

Results: Oracle Charter School has no final results to report at this time.

Evaluation: Although we anticipate that our accountability status for the first year will be in “Good Standing” and that we will maintain this standing by default until 2007 – 08 at the earliest, we understand that maintaining “Good Standing” is contingent upon making consistent Adequate Yearly Progress. Therefore, in future Accountability Plan Progress Reports, we will report on the disaggregated performance of our student populations and evaluate our school-wide performance in light of the federal requirement to make AYP.

Summary: Not applicable at this time.

Action Plan: Not applicable at this time.

Goal 6: Oracle Charter School students will demonstrate proficient performance and presentation skills.

Measure 1: 80% of graduating Oracle Charter School students will successfully present and defend a Graduation Portfolio representative of their work at Oracle to a panel of teachers and invited experts from the broader community. Successful presentation of a graduation portfolio will be assessed using a rubric developed for the school by a panel of experts.

Method: Oracle Charter School students will present and defend a Graduation Portfolio as part of our school’s graduation requirements. Mandatory work will include representations of student progress in English, Math, Social Studies, and Science. Additionally, students will have the option to present work from at least one of the following content areas: LOTE, Arts, Technology, and Physical Education. In addition to class work representative of their education and growth at Oracle, students will be required to include a resume, a college admissions essay, and a self-reflection about personal strengths and interests.

Results: Oracle Charter School teachers began to work with a portfolio system in the 2005 – 06 academic year, training students to assemble meaningful pieces of work to reflect their learning within the grade level and content area. Our work with portfolios this year was preliminary at best. Implementation of student portfolios was not consistent either school-wide or within departments.

Evaluation: Not applicable at this time.

Summary: Not applicable at this time.

Action Plan: As part of our professional development for the 2006 – 07 school year, we will focus on developing consistent expectations within departments and school-wide about the use and contents of student portfolios. Once graduation portfolio contents are determined within each content area, departments will work together to begin implementing a portfolio system uniformly.

Goal 7: Oracle Charter School students will be capable of making meaningful choices and will therefore be able to take the next steps in their lives and careers.

Measure 1: Students graduating from Oracle Charter School will achieve a 90% college placement rate.

Method: All 11th grade Oracle Charter School students will work with a college placement counselor to identify programs of interest within higher education and select appropriate colleges and universities to which to apply.

Results: As the highest grade enrolled at Oracle Charter School in the 2005 – 06 academic year was the 9th grade, we have no results to report at this time.

Evaluation: Next year, the highest grade which we will serve will be the 10th grade. We will not begin the college application process with our first graduating class, the cohort Class of 2009, until they enter the 11th grade. However, we are aware that we must begin to lay the groundwork as soon as possible for our students to be successful with college placement.

Measure 2: 90% of students graduating from Oracle Charter School will participate in at least one internship opportunity.

Method: All 11th and 12th grade Oracle Charter School students will be provided with the opportunity to participate in short term internships. These internship opportunities will be designed to increase students' awareness of the opportunities available to them after high school and after college.

Results: As the highest grade enrolled at Oracle Charter School in the 2005 – 06 academic year was the 9th grade, we have no results to report at this time.

Evaluation: In the 2006-07 academic year, the highest grade which we will serve will be the 10th grade. We will implement an internship program the following year, 2007-08, when the cohort class of 2009 enters the 11th grade. To that end, we will begin planning next year for future internship opportunities.

Summary: Not applicable at this time.

Action Plan: Not applicable at this time.