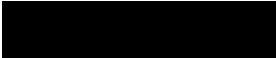
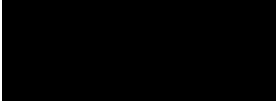


**2009-10 Annual Report
August 1, 2010**

ORACLE CHARTER SCHOOL

Charter School Information and Cover Page

Name of Charter School	Oracle Charter School
Address	888 Delaware Ave. Buffalo, NY 14209
Telephone	716. 362-3188 Fax 716. 362-3187
BEDS #	140600860868
District/CSD of Location	Buffalo Public School District
Charter Entity	SUNY Trustees
Head of School (Contact Person)	Julie Jackson-Forsberg <i>(print name)</i>
E-mail address of contact person	jjf@oraclecharterschool.org
President, Board of Trustees	David Steffan <i>(print name)</i>
E-mail address of Board President	
Phone number of Board President	

**2009-10 Annual Report
August 1, 2010**

Oracle Charter School

**MODIFICATIONS TO THE SCHOOL'S EDUCATIONAL PROGRAM
AND GOVERNANCE STRUCTURE**

Describe any significant changes to the school's educational program as well as its governance structure. If there are no changes, please indicate N/A.

N/A

2009-10 Annual Report
August 1, 2010

ORACLE CHARTER SCHOOL

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

Note: Please make a copy of this two page form for each Trustee

1. Name of charter school: ORACLE CHARTER SCHOOL
2. Trustee's name (print): DAVID STEFFAN
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): CHAIRMAN
4. Home address:
5. Business Address:
6. Daytime phone:
7. E-mail:
8. Is Trustee an employee of the school? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date. n/a
9. In the box below, identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

¹ Form Revised May 24, 2006

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	NONE		

10. In the box below, identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
KBSD I LLP	holds mortgage on BUILDING	Please write "None" if applicable.	DAVID STEFFAN	DO NOT LEAVE THIS SPACE BLANK. REUSE ALL MORTGAGE ISSUES

David Steffan
Signature

7/15/2010
Date

2009-10 Annual Report
August 1, 2010

ORACLE CHARTER SCHOOL

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

Note: Please make a copy of this two page form for each Trustee

1. Name of charter school: **Oracle Charter School**
2. Trustee's name (print): **Michelle A. Scott**
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): **Secretary**

4. Home address:

5. Business Address

6. Daytime phone:

7. E-mail:

8. Is Trustee an employee of the school? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date. **n/a**

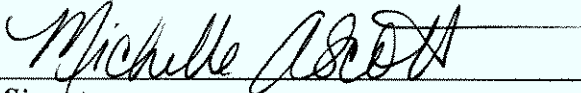
9. In the box below, identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

¹ Form Revised May 24, 2006

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE	NONE	NONE	NONE

10. In the box below, identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE	NONE	NONE	NONE	N/A
<i>Please write "None" if applicable. Do not leave this space blank.</i>				



 Signature

7-19-2010

 Date

2009-10 Annual Report
August 1, 2010

ORACLE CHARTER SCHOOL

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

Note: Please make a copy of this two page form for each Trustee

1. Name of charter school:
ORACLE
2. Trustee's name (print):
Lucy TRETIAK - CARUSO
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.):
TREASURER
4. Home address:
[REDACTED]
5. Business Address:
[REDACTED]
6. Daytime phone:
[REDACTED]
7. E-mail:
[REDACTED]
8. Is Trustee an employee of the school? Yes. No. If you checked yes, **n/a**
please provide a description of the position you hold, your salary and your start date.
9. In the box below, identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

¹ Form Revised May 24, 2006

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	NONE		→

10. In the box below, identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE	Please write "None" if applicable	if applicable	Do not leave this space blank	→

Lucy Trehan-Coyne
Signature

7/15/2010
Date

2009-10 Annual Report
August 1, 2010

ORACLE CHARTER SCHOOL

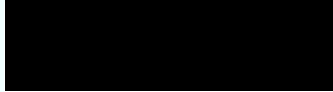
**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

Note: Please make a copy of this two page form for each Trustee

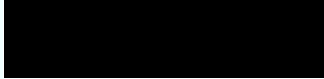
1. Name of charter school: **Oracle Charter School**

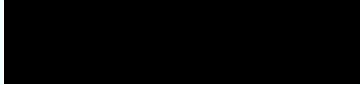
2. Trustee's name (print): **George Kimble**

3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): **Parent Trustee**

4. Home address: 

5. Business Address:

6. Daytime phone: 

7. E-mail: 

8. Is Trustee an employee of the school? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date. **n/a**

9. In the box below, identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

¹ Form Revised May 24, 2006

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	<i>NONE</i>		

10. In the box below, identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
	<i>NONE</i>			

Seze Kuntle
Signature




07/16/2010
Date

2009-10 Annual Report
August 1, 2010

ORACLE CHARTER SCHOOL

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

Note: Please make a copy of this two page form for each Trustee

1. Name of charter school: *Oracle Charter School*
2. Trustee's name (print): *Rosalyn L. Taylor*
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): *Board Member*
4. Home address: 
5. Business Address:
6. Daytime phone: 
7. E-mail: 
8. Is Trustee an employee of the school? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date. **n/a**
9. In the box below, identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

¹ Form Revised May 24, 2006

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>none</i>			

10. In the box below, identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>none</i>	<i>leave write "None" if applicable.</i>	<i>if applicable.</i>	<i>Do not leave this space</i>	<i>blank.</i>

Rosalyn L Taylor

 Signature

7/20/2010

 Date

2009-10 Annual Report
August 1, 2010

Oracle Charter School

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

Note: Please make a copy of this two page form for each Trustee

1. Name of charter school: **Oracle Charter School**
2. Trustee's name (print): **Donette Ruffin**
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.):
Committee chair Academic Committee
4. Home address:
[REDACTED]
5. Business Address:
[REDACTED]
6. Daytime phone:
[REDACTED]
7. E-mail:
[REDACTED]
8. Is Trustee an employee of the school? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date. **n/a**
9. In the box below, identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

¹ Form Revised May 24, 2006

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE	NONE	NONE	NONE

10. In the box below, identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE <i>Please write "None" if applicable.</i>	NONE	NONE	NONE <i>Do not leave this space blank.</i>	NONE

Denette C. Huffn
Signature

7-29-2010
Date

**2009-10 Annual Report
August 1, 2010**

Oracle Charter School

STATEMENT OF ASSURANCES

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Julie Jackson-Forsberg
Print Name, Head of Charter School



7/28/10

Signature and Date

David Steffan
Print Name, President, Board of Trustees



7/28/10

Signature and Date

Charter School Name Here Budget / Operating Plan 2010-11		Charter School Name Here Budget / Operating Plan 2010-11	
Total Revenue			4,199,456
Total Expenses			4,156,958
Net Income			42,498
Actual Student Enrollment			325
Total Paid Student Enrollment			330
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		TOTALS AND VARIANCE ANALYSIS	
		Actual	
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue	CY Per Pupil Rate		
Buffalo Public School	10,429		3,452,265
School District 2 (Enter Name)	-		-
School District 3 (Enter Name)	-		-
School District 4 (Enter Name)	-		-
School District 5 (Enter Name)	-		-
School District 6 (Enter Name)	-		-
School District 7 (Enter Name)	-		-
School District 8 (Enter Name)	-		-
School District 9 (Enter Name)	-		-
School District 10 (Enter Name)	-		-
School District 11 (Enter Name)	-		-
School District 12 (Enter Name)	-		-
School District 13 (Enter Name)	-		-
School District 14 (Enter Name)	-		-
School District 15 (Enter Name)	-		-
School District - ALL OTHER	-		39,153
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	10,429		3,491,418
Special Education Revenue			343,144
Grants			
Stimulus			68,750
DYCD (Department of Youth and Community Developmnt.)			-
Other			-
Other			-
TOTAL REVENUE FROM STATE SOURCES			3,903,312
REVENUE FROM FEDERAL FUNDING			
IDEA Special Needs			67,830
Title I			175,309
Title Funding - Other			40,014
School Food Service (Free Lunch)			-
Grants			
Charter School Program (CSP) Planning & Implementation			-
Other			-
Other			-
TOTAL REVENUE FROM FEDERAL SOURCES			283,153
LOCAL and OTHER REVENUE			
Contributions and Donations			-
Fundraising			-
Erate Reimbursement			8,008
Earnings on Investments			-
Interest Income			3,429
Food Service (Income from meals)			-
Text Book			-
OTHER			1,554
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			12,991
TOTAL REVENUE			4,199,456

Charter School Name Here Budget / Operating Plan 2010-11		Charter School Name Here Budget / Operating Plan 2010-11	
Total Revenue			4,199,456
Total Expenses			4,156,958
Net Income			42,498
Actual Student Enrollment			325
Total Paid Student Enrollment			330
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		TOTALS AND VARIANCE ANALYSIS	
		Actual	
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
	No. of Positions		
Head(s) of School	1		82,641
Principal(s)	-		-
Assisant Principal(s)	-		-
CFO / Director of Finance	1		30,528
Operation / Business Manager	1		42,687
Administrative Staff	2		132,392
TOTAL ADMINISTRATIVE STAFF	5		288,248
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	27		1,262,760
Teachers - SPED	5		143,541
Substitute Teachers	-		64,988
Teaching Assistants	-		-
Specialty Teachers	2		42,749
Aides	4		160,014
Therapists & Counselors	1		47,577
Other	5		222,133
TOTAL INSTRUCTIONAL	44		1,943,762
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	1		39,702
Librarian	-		-
Custodian	3		90,533
Security	-		-
Other	-		-
TOTAL NON-INSTRUCTIONAL	4		130,235
SUBTOTAL PERSONNEL SERVICE COSTS	53		2,362,245
PAYROLL TAXES AND BENEFITS			
Payroll Taxes			201,193
Fringe / Employee Benefits			239,794
Retirement / Pension			24,893
TOTAL PAYROLL TAXES AND BENEFITS			465,880
TOTAL PERSONNEL SERVICE COSTS	53		2,828,125
CONTRACTED SERVICES			
Accounting / Audit			-
Legal			19,101
Management Company Fee			-
Nurse Services			-
Food Services / School Lunch			-
Payroll Services			1,047
Special Ed Services			-
Titlement Services (i.e. Title I)			59,477
Other Purchased / Professional / Consulting			103,547
TOTAL CONTRACTED SERVICES			183,172
SCHOOL OPERATIONS			
Board Expenses			1,000
Classroom / Teaching Supplies & Materials			94,423
Special Ed Supplies & Materials			-
Textbooks / Workbooks			-
Supplies & Materials other			-
Equipment / Furniture			-
Telephone			16,832
Technology			21,256
Student Testing & Assessment			10,415
Field Trips			-
Transportation (student)			-
Student Services - other			23,973
Office Expense			61,776
Staff Development			64,826
Staff Recruitment			-
Student Recruitment / Marketing			56,044
School Meals / Lunch			-
Travel (Staff)			-
Fundraising			-
Other			29,181
TOTAL SCHOOL OPERATIONS			379,726
FACILITY OPERATION & MAINTENANCE			
Insurance			41,557
Janitorial			78,917
Building and Land Rent / Lease			355,499
Repairs & Maintenance			57,327
Equipment / Furniture			-
Security			-
Utilities			86,106
TOTAL FACILITY OPERATION & MAINTENANCE			619,406
DEPRECIATION & AMORTIZATION			
			146,529
RESERVES / CONTINGENCY			
			-
TOTAL EXPENSES			4,156,958
NET INCOME			42,498

Charter School Name Here Budget / Operating Plan 2010-11	Charter School Name Here Budget / Operating Plan 2010-11
Total Revenue	4,199,456
Total Expenses	4,156,958
Net Income	42,498
Actual Student Enrollment	325
Total Paid Student Enrollment	330
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	TOTALS AND VARIANCE ANALYSIS
	Actual
ENROLLMENT - * School Districts Are Linked To Above Entries *	* Enrollment Data Based on Last Actual Quarter Completed
Buffalo Public School	325
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	325
REVENUE PER PUPIL	12,921
EXPENSES PER PUPIL	12,791

Accountability Plan Progress Reports for the 2009-10 School Year

Reader's Guide

SUNY Authorized Charter Schools

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 SUNY 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 SUNY Board of Trustees authorizes is required to enter into an accountability agreement, known as an 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 its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** 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 state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

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

2009-10

ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 3, 2010

by Julie Jackson-Forsberg, Head of School



Oracle Charter School
888 Delaware Ave.
Buffalo, NY 14209
ph: 716.362-3188
web: oraclecharterschool.org

Oracle Charter School 2009-10 Accountability Plan Progress Report

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BOARD OF TRUSTEES

Julie Jackson-Forsberg, Head of School, and Joy LaBarber, Curriculum Coordinator, prepared this 2009-10 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
David Steffan	Chair, Finance Committee, Executive Committee, Facilities Committee
Adrian Roselli	Vice Chair, Marketing Committee, Executive Committee
Michelle Scott	Secretary, Marketing Committee, Executive Committee
John Gibbs	Treasurer, Executive Committee, Academics Committee, Finance Committee
Lucy Tretiak-Caruso	Academics Committee
Donette Ruffin	Academics Committee
Roslyn Taylor	Academics Committee, Facilities Committee
Russell Smith	Trustee
George Kimble	Parent Trustee

INTRODUCTION

MISSION

Oracle Charter School provides a college preparatory education that empowers all students with the knowledge and skills necessary to become responsible citizens, able to meet life's challenges and succeed.

HISTORY

Established in 2005, with a charter to educate students in grades 7-12, Oracle Charter School has just completed its fifth year of operation. In 2009-10, we began the process of phasing out our middle school grades, serving approximately 350 students in grades 8-12. In 2009-10, Oracle Charter School graduated our second class of thirty eight seniors.

EDUCATIONAL PROGRAM

Oracle Charter School provides a college preparatory education integrated with arts and technology and supported by a school-wide Advisory program.

The foundation of Oracle's middle school curriculum provides a strong emphasis on English and math skills. Students are "double dosed" in both English Language Arts and in math, through lab classes that allow teachers to break down and reinforce essential skills. Oracle's high school curriculum requires students to develop graduation portfolios that reflect their growth and development through four years of English, four years of Social Studies, and four years of math or science (three years in each discipline is required with an additional year in one). Students at all grade levels may be invited to participate in honors classes, and the high school curriculum includes multiple Advanced Placement (AP) course options.

Our school curriculum is anchored across content areas and grade levels by an emphasis on critical thinking and shared inquiry. Teachers within the academic core areas (English, Math, Social Studies, and Science) develop their curricula collaboratively with an emphasis on developing "curricular conversations" within the school. We are driven to meet, and then exceed, state performance standards in order to provide a challenging and meaningful education for our students.

Arts and technology integration provide Oracle faculty with ways in which to deepen, broaden, and enhance their curricula. Both the arts and technology engage student interest and allow students and teachers to approach difficult subject matter from a different perspective. Ultimately, these two powerful tools serve the school's core mission: to empower students with the knowledge and skills they need to succeed – not just survive – in the world.

SCHOOL POPULATION

Oracle Charter School's student population is 81% Black, 10% White, and 12.0% Hispanic and 5% multi-racial. 15% of Oracle students receive Special Education services. In contrast, Buffalo public schools enroll students who are 57% Black, 25% White, and 15% Hispanic. 18% of Buffalo Public School District students receive Special Education services. In the city of Buffalo overall, residents are 38.9% Black, 48.7% White, and 9.1% Hispanic.

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At Oracle Charter School, approximately 79% of our student population is eligible for free and reduced price lunch. By comparison, 80% of Buffalo school children qualify for free and reduced price lunch, while, according to Census data, 42% of Buffalo children live in poverty.

FACULTY

Instruction at Oracle Charter School is provided by a team of thirty two full and part time teaching faculty.

BOARD

Oracle Charter School is governed by a nine member board of trustees, representing local business, education and cultural organizations; one trustee is a parent.

SCHOOL ENROLLMENT BY GRADE LEVEL AND SCHOOL YEAR

School Year	7	8	9	10	11	12	Total
2005-06	60	60	60				180
2006-07	57	66	63	63			249
2007-08	45	51	78	55	39		268
2008-09	22	52	101	73	59	39	346
2009-10	0	25	120	95	60	48	348

HIGH SCHOOL COHORTS

Accountability Cohort

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after having entered the ninth grade. For example, the 2005 state Accountability Cohort is comprised of students who entered the 9th grade in the 2005-06 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2008-09 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for their accountability rules and cohort definitions:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>

The following table indicates the number of students in each Accountability Cohort, according to two points in time: BEDS Day in October and June 30.

Fourth-Year High School Accountability Cohorts

Year	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on BEDS Day in October 2009	Number Removed During the School Year	Number in Accountability Cohort
2008-09	2005-06	2005	47	1	46
2009-10	2006-07	2006	48	2	46

Graduation Cohort

Students are included in the Graduation Cohort based on the year they first enter the 9th grade. However, students who have spent at least five months in the school after entering the 9th grade are part of the Graduation Cohort unless they transfer to another diploma-granting program. A student will be included in the school’s Graduation Cohort if the student’s reason for discharge is not transfer to another New York State district or school, died, transfer by court order, or leaving the U.S.

2008-09 High School Graduation Cohorts

Year in Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on June 30, 2010 (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
	2004-05	2004	n/a	n/a	n/a
Fifth	2005-06	2005	7	0	52
Fourth	2006-07	2006	50	0	50
Third	2007-08	2007	67	0	67
Second	2008-09	2008	88	0	88
First	2009-10	2009	109	0	109

¹ Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons.

ENGLISH LANGUAGE ARTS: Goal 1

Goal 1: English Language Arts

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

BACKGROUND

During the 2009-10 school year, Oracle Charter School offered year-long, one-credit English Language Arts courses in grades 8-12 as well as half-credit senior English electives. Additionally, all students in grades 8 and 9, along with those in the upper grades who had not yet achieved proficiency on the English Regents examination were scheduled for half credit ELA labs.

Instruction at Oracle Charter School follows a differentiated model of instruction which requires all teachers to focus on assessed standards and the students' assessed performance levels. Oracle teachers look strategically at their curriculum and show evidence of the following planning for each unit of instruction:

- 1) Course alignment of Oracle essential standards to NYS performance indicators;
- 2) Unit plans that articulate what students will know, understand and be able to do at the conclusion of the unit;
- 3) Pre-, Formative, and Summative Assessments that align to NYS performance indicators and intended unit outcomes;
- 4) Instruction to support students' acquisition of new knowledge;
- 5) Instruction to facilitate students' interaction with acquired knowledge;
- 6) Frequent formative assessment to monitor students' acquisition of knowledge and skills;
- 7) Summative assessment to monitor students' attainment of unit goals;
- 8) Remediation / re-teaching / enrichment to ensure students' master of material. Mastery within Oracle's differentiated model of instruction was defined as 80% of students demonstrating understanding of 80% of the unit material as measure through assessment data.

In 2009-10, Oracle Charter School began implementation of a school-wide interim assessment program. The school administered interim assessments in all core courses in January and March, at the conclusion of the school's second and third marking quarters, as a formal measure of students' progress against end-of-year performance goals. Each week of interim assessments culminated in a staff development day devoted to analyzing and presenting interim performance data.

At Oracle Charter School, English Language Arts teachers focus on the processes and skills required by the New York State Comprehensive English examination and incorporate a thematic, literature-based approach to critical reading, thinking, and writing. Most, if not all, units incorporate a shared inquiry approach to analyzing text and structuring analytical written responses. Additionally, authentic activities and project-based learning were utilized to further access text and deepen understanding.

Though content varies across grade levels in English, shared inquiry, authentic activities, high-interest literature, rubrics, Shakespeare, and data-driven differentiation are present in every classroom at Oracle.

GOAL 1: MEASURE 1

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school accountability cohort² will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.³

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

The table below presents Oracle Charter School's results in relation to this measure.

The 2005 accountability cohort comprises the school's first cohort, and the majority of whom graduated at the conclusion of the 2008-09 school year. Seven students in the 2005 cohort returned to Oracle Charter School in the 2009-10 as fifth year cohort students and graduated at the conclusion of the 2009-10 school year.

The 2006 accountability cohort comprises the school's second cohort; the majority of these students were enrolled in the 12th grade in 2009-10 and had had the opportunity to take the English Regents examination multiple times. Seven students in the 2006 cohort had previously been retained in grade and will be members of Oracle's 12th grade class in 2010-11; these students will continue to retake the test, as necessary, in the 2010-11 school year.

The 2007 accountability cohort comprises students the majority of whom are enrolled in the 11th grade. These students took the English Regents examination for the first time in the 2008-09 assessment year.

The 2008 accountability cohort comprises students the majority of whom are enrolled in the school's 10th grade. Many, though not all, of these students took the English Regents examination for the first time in June of the 2009-10 school year. Oracle Charter School seats students at the conclusion of their second year in the cohort who are deemed ready to take the English Regents examination, based upon the school's interim assessment scores.

The 2009 accountability cohort comprises students the majority of whom are enrolled in the school's 9th grade. A small group of these students were admitted to the English Regents examination for the first time in June 2010. These students were allowed to challenge the English Regents examination based upon the school's interim assessment scores.

Oracle Charter School's passing rate in secondary English for the 2006 cohort is **91.3%**.

² High school accountability cohorts are based, among other things, on the group of students who enter the 9th grade in a particular year and are followed for the subsequent four years. Students who repeat a grade and maintain their enrollment in the school remain in the high school Accountability cohort. Students who repeat a grade or drop out remain in the high school Graduation cohort.

³ Students have until the August Regents exam administration in the summer after their fourth year of enrollment to pass the Regents exams.

The interim passing rate for the 2007 cohort is **66.9%**; for the 2008 cohort, it is **15.7%**; for the 2009 cohort, it is **1.8%**.

English Regents Passing Rate by Accountability Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003										
2004										
2005	n/a	n/a	n/a	n/a	47	77.1%	47	91.5%	44	93.2%
2006			n/a	n/a	n/a	n/a	50	72.0%	46	91.3%
2007					n/a	n/a	66	54.5%	61	68.9%
2008							88	1.1%	89	15.7%
2009									109	1.8%

Evaluation

In relation to this measure, Oracle Charter School has **met the goal** and exceeded it for the 2006 accountability cohort.

In relation to this measure, Oracle Charter School *is on track to meet the goal* for the 2007 accountability cohort.

ADDITIONAL EVIDENCE: ENGLISH REGENTS PERFORMANCE LEVEL AND PASSING RATE BY FOURTH YEAR ACCOUNTABILITY COHORT

The following table presents Oracle Charter School’s English Regents examination passing rate by performance level, accountability cohort and year. This data tracks Oracle Charter School students’ performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort.

87.0% of the 2006 accountability cohort passed the English Regents examination with scores between 65 and 84%. This is an increase from the previous cohort’s passing rate at Level 3 of 70.2%.

4.3% of the 2006 accountability cohort passed the Comprehensive English Regents examination with scores between 85 and 100%. This is a decrease from the previous cohort’s passing rate at Level 4 of 21.3%.

Overall, **91.3%** of the 2006 accountability cohort passed the English Regents examination. This is the same performance level for overall passing rate as the previous cohort.

English Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	n/a	n/a	n/a	n/a	n/a	n/a
2004	n/a	n/a	n/a	n/a	n/a	n/a
2005	47	4.3%	4.3%	70.2%	21.3%	91.5%
2006	46	2.2%	6.5%	87.0%	4.3%	91.3%

ADDITIONAL EVIDENCE: PASSING RATE BY ACCOUNTABILITY COHORT AND YEAR

The following table presents Oracle Charter School’s English Regents examination passing rate by accountability cohort and year. This data tracks Oracle Charter School students’ performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort.

The majority of students in the 2005 Accountability cohort graduated from Oracle Charter School with a passing rate by the conclusion of the fourth year in the cohort of **91.5%**. By the conclusion of their fifth year in the cohort, students in the 2005 accountability cohort had achieved an English Regents passing rate of **93.2%**.

By the conclusion of the fourth year in the charter school, the 2006 accountability cohort had achieved a **91.3%** passing rate which compares with the 91.5% passing rate of the 2005 accountability cohort at the same point in their progress through the cohort.

By the conclusion of their third year in the charter school, the 2007 accountability cohort has achieved a passing rate on the English Regents examination of **67.2%**, compared to previous passing rates of 72% and 77.1%

**English Regents Passing Rate
by Accountability Cohort and Year**

	Year 2	Year 3	Year 4	Year 5
2005	0.0%	77.1%	91.5%	93.2%
2006	0.0%	72.0%	91.3%	
2007	54.5%	67.2%		
2008	15.9%			

GOAL 1: MEASURE 2

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school accountability cohort who scored at Level 1 or 2 on their New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Method

This measure tracks students who did not achieve proficiency on the New York state 8th grade English assessment and who achieve proficiency in English Language Arts after four years in the charter high school accountability cohort as measured by the Comprehensive English Regents examination.

Results

In the table below, we present the performance data on the English Regents examination after four years in the cohort for Oracle Charter School students who failed to achieve proficiency on New York state’s 8th grade English Language Arts examination.

For students in the 2006 cohort, 100% of students for whom the charter school was able to obtain 8th grade performance data were able to pass the English Regents examination by the completion of their fourth year in the cohort.

Percentage of Students with 8th Grade Score History Who Pass the Comprehensive English Regents after 4 Years in Cohort

Cohort Designation	# Students in Cohort	# of Students with 8th Grade Score History	% of Students at Level 2 or 1 in 8th Grade	* of Students at Level 3 or 4 in 8th Grade (Passing Rate)	% of Students at Level 2 or 1 Passing English Regents
2006	46	11	72.7%	27.3%	100.0%

As is clear from this table, the charter school is currently in possession of incomplete data. It is clear, however, that the students in the cohort for whom data is available achieved a passing rate on the 8th grade ELA examination of 27.3%. This compares with the overall 8th grade passing rate of students at Oracle Charter School in the 2005-06 testing year of 23.7% and in the local school district of 20.9%. The 2005-06 testing year is the year in which students in the 2006 cohort would have taken 8th grade assessments.

The table below presents expected values for the number of students in the 2006 cohort who would have scored at Level 2 or 1 on the 8th grade English Language Arts assessment based on the proficiency levels of Oracle students for whom the school has data. Using this data results in slightly lower expected values for student failure than the results calculated if we were to extrapolate performance based on either Oracle’s reported overall performance for 8th grade students in 2005-06 or the local district’s performance.

If the passing rate of 27.3%, which is higher than the overall passing rate of students at Oracle and students in the local district, were extrapolated to apply to all students in the 2006 cohort, then the expected value of all students in the 2006 cohort who did not pass the 8th grade English Language Arts assessment (scored at Level 2 and Level) would be 33. It is likely that the four students in the 2006 cohort who did not pass the English Regents examination also did not achieve proficiency on the 8th grade English Language Arts assessment. Therefore, the probable English Regents passing rate of all students in the 2006 cohort who did not achieve proficiency on the 8th grade English Language Arts assessment is 88%.

These results are predictive of expected outcomes based on probability and not actual.

Expected Values Predicting Students with 8th Grade Scores at Level 2 or 1 Who Pass the Comprehensive English Regents after 4 Years in Cohort

Cohort Designation	# Students in Cohort	# of Students with 8th Grade Score History	% of Students at Level 2 or 1 in 8th Grade	# of Students at Level 3 or 4 in 8th Grade (Passing Rate)	% of Students at Level 2 or 1 Passing English Regents	Expected # of All Students in Cohort Scoring at Level 2 or 1	# of Students in Cohort Not Passing English Regents after 4 Years	% of Students with Probable Level 2 or 1 Performance Passing English Regents
2006	46	11	72.7%	27.3%	100.0%	33	4	88.0%

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

GOAL 1: MEASURE 3

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) on the English Regents exam will meet the Annual Measurable Objective (AMO) 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 100 percent of students will ultimately be proficient in the state’s learning standards in English language arts. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-10 is 177. The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

In the table below, we present the calculation of Oracle Charter School’s aggregate Performance Index for the 2006 high school accountability cohort. Our PI for 2009-10 is 189.

**English Language Arts Performance Index (PI)
of 2006 High School Accountability Cohort**

# in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
47	2%	7%	87%	4%

$$\begin{array}{rclclcl}
 \mathbf{PI} & = & 7 & + & 87 & + & 4 & = & 98 \\
 & & & & 87 & + & 4 & = & 91 \\
 & & & & & & \mathbf{PI} & = & 189 \\
 & & & & 2009-10 & \text{AMO} & = & 177
 \end{array}$$

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**. Oracle Charter School’s Performance Index for English in relation to the 2006 high school accountability cohort met the New York state Annual Measurable Objective (AMO) of 177 for the 2009-10 school year and exceeded it by 12 points.

GOAL 1: MEASURE 4

Goal 1: Comparative Measure

Each year, the percent of students in the high school accountability cohort passing the Regents English exam with a score of 65 or above after their fourth year will exceed that of the high school accountability cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that students may take the Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

Oracle Charter School’s cohort passing rate for the English Comprehensive Regents examination is presented in the table below.

The table below presents a final comparison of the Oracle’s 2005 accountability cohort against the Buffalo school district’s 2005 cohort. At the conclusion of their fourth year in the cohort, Oracle students outperformed Buffalo district students by 30.5 percentage points, a large measure.

The 2006 cohort at Oracle Charter School is outperforming the local district by a large measure. 91.3% of Oracle students in the 2006 accountability cohort have met or exceeded state performance standards for secondary English by the conclusion of their 4th year in the cohort compared with 61% of Buffalo district students.

This comparison of Oracle’s 2006 accountability cohort is presented against performance data for the Buffalo school district’s 2005 accountability cohort, the most recent district results available. Although this is not a final cohort comparison, these results are strongly predictive.

**English Regents Passing Rate of Accountability Cohorts
by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003				
2004			53.0%	3084
2005	91.5%	47	61.0%	2251
2006	91.3%	46	61.0%	2251

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

A final comparison of student performance after four years in the charter school for the 2005 cohort indicates that Oracle students exceeded district performance by 30.5 percentage points, a large measure.

A preliminary comparison of student performance after four years in the charter school for the 2006 cohort is strongly predictive that Oracle students will similarly exceed district performance by a large measure.

ADDITIONAL EVIDENCE: COMPARATIVE RESULTS ALL TEST-TAKERS

The following table presents Oracle Charter School’s performance on the Comprehensive English Regents examination for all test takers in the 2010 assessment year. This data is compared with the last reported performance for all test takers in the Buffalo school district. This data is presented in keeping with the New York State Comprehensive Information Report practice of reporting performance of all test-takers in a given assessment year.

The performance of all test-takers in the 2010 assessment year at Oracle Charter School on the English Regents examination is 50.9% compared with 68% of all test-takers in the Buffalo school district. Although Oracle Charter School appears to be under performing the local district within this comparison, it is important to note that in 2009-10, all Oracle test takers included all students in the second and third cohort years in addition to a small number of students in their fourth cohort year.

Thus, at Oracle Charter School, we are challenging students to sit for the English Comprehensive Regents examination at the conclusion of their second year in the cohort or the end of their sophomore year. By contrast, most schools do not seat students for this examination until the conclusion of their third year in the cohort, or the end of the junior year.

**Comparative 2010 Comprehensive English Regents Passing Rate
by Charter School and Local District**

Exam Year	Charter School		School District	
	Percent Passing	# Tested	Percent Passing	# Tested
2006			70.0%	2378
2007			65.0%	2332
2008	95.0%	40	73.0%	2397
2009	64.9%	134	68.0%	2256
2010	50.9%	108	68.0%	2256

GOAL 1: MEASURE 5

Goal 1: Comparative Measure

Each year, the school will reduce by one-half the percent of students in year one and two of the high school accountability cohort scoring less than 65% on the last quarterly interim assessment in comparison to the same students’ results on the first quarterly interim assessment of the year.

Method

Oracle Charter School administers interim assessments at the end of each quarter of instruction. Interim assessments are school-level assessments designed by teachers in collaboration with Oracle’s Instructional Leadership team and derived from and rigorously aligned to the Comprehensive English Regents assessment. Interim assessments include only previous Regents examination reading comprehension and writing tasks and rely on no teacher-generated assessment questions.

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Interim assessments are common across grade-level courses and monitor student proficiency in relation to essential learning standards, providing leading indicator growth data in relation to a Regents examination typically administered during a student’s third year in the high school accountability cohort.

Results

In the 2009-10 school year, Oracle Charter School teachers began the process of developing the school’s interim assessments, completing two cycles of interim assessments. During the first quarter of the year, school leadership developed teachers regarding the scope and purpose of interim assessments and refined the school’s pacing calendars. In 2009-10, interim assessments were given in the second and third quarters. No interim assessment was administered in the first and fourth quarters. In 2010-11, the charter school will administer a full sequence of interim assessments beginning in the first quarter and including second, third, and fourth quarter assessments.

Evaluation

In relation to this measure, Oracle Charter School has **no data yet available**.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In 2009-10, Oracle Charter School achieved all of our Absolute measures and our Comparative measure. Data in support of our Growth measure for English Language Arts is not yet available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school accountability cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	ACHIEVED
Absolute	Each year, 75 percent of students in the high school accountability cohort who scored at Level 1 or 2 on their New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	ACHIEVED
Absolute	Each year, the school’s aggregate Performance Index (PI) on the English Regents exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	ACHIEVED
Comparative	Each year, the percent of students in the high school accountability cohort passing the Regents English exam with a score of 65 or above after their fourth year will exceed that of the high school accountability cohort from the local school district.	ACHIEVED
Growth	Each year, the school will reduce by one-half the percent of students in year one and two of the high school accountability cohort scoring less than 65% on the last quarterly interim assessment in comparison to the same students’ results on the first quarterly interim assessment of the year.	DATA NOT YET AVAILABLE

ACTION PLAN

The action plan sections of Oracle Charter School’s 2009-10 Accountability Plan Progress Report will be updated following the start of the 2010-11 school year, giving Oracle staff time to bring together previous

year's performance data with the goals and action plans articulated through the school's Comprehensive School Improvement Plan.

MATHEMATICS: Goal 2

Goal 2: Mathematics

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

BACKGROUND

In 2009-10, the Math department curriculum included Math 8, Integrated Algebra, Extended Integrated Algebra, Extended Integrated Algebra/Geometry, Geometry, College Math, and Pre-Calculus.

Math instruction at Oracle Charter School takes a targeted, differentiated approach. From the outset, all 8th grade students as well as students in Integrated Algebra and Geometry were given a double dose of seat time in Math with both a class and a lab. Regular benchmark assessments were given to inform instruction as well as to assign remediation time to students in need of extra help.

Mathematics at Oracle routinely incorporates writing across the curriculum. Teachers design lessons wherein students routinely complete math word problems as well as explain the process of solving problems and using theories in short answers and essays.

GOAL 2: MEASURE 1

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school accountability cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Integrated Algebra, Geometry, Algebra II & Trigonometry, and Math B exams. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams; once they passed a mathematics exam, their performance on subsequent exams did not affect their status as passing. Students have until the summer of their fourth year to pass a mathematics exam.

Results

The table below presents Oracle Charter School's results in relation to this measure.

The 2005 accountability cohort comprises the school's first cohort, and the majority of whom graduated at the conclusion of the 2008-09 school year. Seven students in the 2005 cohort returned to Oracle Charter School in the 2009-10 as fifth year cohort students and graduated at the conclusion of the 2009-10 school year.

The 2006 accountability cohort comprises students the majority of whom were enrolled in Oracle's 12th grade. Students in this cohort were enrolled during a period of time when the New York State mathematics curriculum and testing program was transitioning from the Math A/B paradigm into the current testing system comprising Integrated Algebra, Geometry, and Algebra II & Trigonometry. The pass rate below

reflects a mixture of students taking and passing the Math A and the Integrated Algebra Regents examinations.

The 2007 accountability cohort comprises students the majority of whom were enrolled in the school's 11th grade. They first attempted a mathematics Regents examination in 2007-08. The pass rate below reflects a mixture of students taking and passing the Math A and the Integrated Algebra Regents examinations.

The 2008 accountability cohort comprises students the majority of whom were enrolled in the school's 10th grade. These students were all enrolled in coursework aligned with the Integrated Algebra Regents curriculum.

The 2009 accountability cohort comprises students, all of whom were enrolled in the school's 9th grade. These students were all enrolled in coursework aligned with the Integrated Algebra Regents curriculum.

It is important to note that following the first administration of the Integrated Algebra Regents examination, Oracle Charter School realigned our curriculum to provide students with Extended Algebra coursework. The majority of students enrolled in the 9th grade who are new to Oracle's program require more than one year to develop proficiency in the skills assessed by the Integrated Algebra Regents examination; therefore, the majority of students in Oracle's 2008 accountability cohort have not yet attempted this examination.

Oracle Charter School's passing rate in Regents Mathematics for the 2006 cohort is **95.7%**.

The interim passing rate for the 2007 cohort is **80.3%**; for the 2008 cohort, it is **67.4%**; and for the 2009 cohort, it is **13.8%**.

Mathematics Regents Passing Rate by Accountability Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003										
2004										
2005	n/a	n/a	48	64.6%	48	83.3%	47	89.4%	44	95.5%
2006			n/a	n/a	44	63.6%	50	74.0%	46	95.7%
2007					68	39.7%	66	51.5%	61	80.3%
2008							88	12.2%	89	67.4%
2009									109	13.8%

Evaluation

In relation to this measure, Oracle Charter School has **met the goal** and exceeded it for the 2006 accountability cohort.

In relation to this measure, Oracle Charter School is clearly **on track to meet the goal** for the 2007 accountability cohort, with over 75% of the cohort having achieved a mathematics Regents examination credit.

ADDITIONAL EVIDENCE: MATHEMATICS REGENTS PERFORMANCE LEVEL AND PASSING RATE BY FOURTH YEAR ACCOUNTABILITY COHORT

The following table presents Oracle Charter School’s Mathematics Regents examination passing rate by performance level, accountability cohort and year. This data tracks Oracle Charter School students’ performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort.

93.5% of the 2006 accountability cohort passed a Mathematics Regents examination with scores between 65 and 84%. This is an increase from the previous cohort’s passing rate at Level 3 of 72.3%.

2.2% of the 2006 accountability cohort passed a Mathematics Regents examination with scores between 85 and 100%. This is a decrease from the previous cohort’s passing rate at Level 4 of 17.0%.

Overall, **95.7%** of the 2006 accountability cohort passed a Mathematics Regents examination. This is an increase in overall passing rate from the previous cohort.

Mathematics Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	n/a	n/a	n/a	n/a	n/a	n/a
2004	n/a	n/a	n/a	n/a	n/a	n/a
2005	47	4.3%	4.3%	72.3%	17.0%	89.4%
2006	46	0.0%	2.2%	93.5%	2.2%	95.7%

ADDITIONAL EVIDENCE: PASSING RATE BY ACCOUNTABILITY COHORT AND YEAR

The following table presents Oracle Charter School’s interim Mathematics Regents passing rate by Accountability Cohort and Year. This data tracks Oracle Charter School students’ performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort.

The majority of students in the 2005 Accountability cohort graduated from Oracle Charter School with a passing rate by the conclusion of their fourth year in the cohort of **89.4%**. By the conclusion of their fifth year in the cohort, students in the 2005 Accountability cohort had achieved a Mathematics Regents passing rate of **95.5%**.

By the conclusion of their fourth year in the cohort, the 2006 Accountability cohort had achieved a **95.7%** passing rate which compares with the 89.4% passing rate of the 2005 Accountability cohort at the same point in their progress through the cohort.

By the conclusion of their third year in the cohort, the 2007 Accountability cohort has achieved a passing rate of **80.3%**, compared with the 2006 cohort’s passing rate of 74.0% and the 2005 cohort’s passing rate of 83.3% at the conclusion of the third year in the cohort.

By the conclusion of their second year in the cohort, the 2008 Accountability cohort has achieved a passing rate of **67.4%**, compared to the previous passing rates of 51.5% for the 2007 cohort, 63.6% for the 2006 cohort, and 64.6% for the 2005 cohort at the conclusion of the second year in the charter school cohort.

Mathematics Regents Passing Rate by Accountability Cohort and Year

	Year 2	Year 3	Year 4	Year 5
2005	64.6%	83.3%	89.4%	95.5%
2006	63.6%	74.0%	95.7%	
2007	51.5%	80.3%		
2008	67.4%			

GOAL 2: MEASURE 2

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school accountability cohort who scored at Level 1 or 2 on their New York State 8th grade exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Method

This measure tracks students who did not achieve proficiency on the New York state 8th grade Mathematics assessment and who achieve proficiency in Mathematics after four years in the charter high school accountability cohort as measured by a Mathematics Regents examination. Students in the cohort were able to pass Integrated Algebra, Math A, Geometry, or Algebra II and Trigonometry to fulfill this measure.

Results

In the table below, we present the performance data on a Mathematics Regents examination after four years in the cohort for Oracle Charter School students who failed to achieve proficiency on New York state’s 8th grade Mathematics examination.

For students in the 2006 cohort, 100% of students for whom the charter school was able to obtain 8th grade performance data were able to pass a Mathematics Regents examination by the completion of their fourth year in the cohort.

**Percentage of Students with 8th Grade Score History Who Pass
a Mathematics Regents after 4 Years in Cohort**

Cohort Designation	# Students in Cohort	# of Students with 8th Grade Score History	% of Students at Level 2 or 1 in 8th Grade	# of Students at Level 3 or 4 in 8th Grade (Passing Rate)	% of Students at Level 2 or 1 Passing English Regents
2006	46	11	81.8%	18.2%	100.0%

As is clear from this table, the charter school is currently in possession of incomplete data. It is clear, however, that the students in the cohort for whom data is available achieved a passing rate on the 8th grade Mathematics examination of 18.2%. This compares with the overall 8th grade passing rate of students at Oracle Charter School in the 2005-06 testing year of 19.6 % and in the local school district of 17.0%. The 2005-06 testing year is the year in which students in the 2006 cohort would have taken 8th grade assessments.

The table below presents expected values for the number of students in the 2006 cohort who would have scored at Level 2 or 1 on the 8th grade Mathematics assessment based on the proficiency levels of Oracle students for whom the school has data. Using this data results in the same expected values for student failure than the results calculated if we were to extrapolate performance based on either Oracle’s reported overall performance for 8th grade students in 2005-06 or the local district’s performance.

If the passing rate of 18.2%, which is the median value between the overall passing rate of students at Oracle and students in the local district, were extrapolated to apply to all students in the 2006 cohort, then the expected value of all students in the 2006 cohort who did not pass the 8th grade Mathematics assessment (scored at Level 2 and Level 1) would be 38. It is likely that the two students in the 2006 cohort who did not pass a Mathematics Regents examination also did not achieve proficiency on the 8th grade Mathematics assessment. Therefore, the probable Mathematics Regents passing rate of all students in the 2006 cohort who did not achieve proficiency on the 8th grade Mathematics assessment is 94.7%.

These results are predictive of expected outcomes based on probability and not actual.

**Expected Values Predicting Students with 8th Grade Scores at Level 2 or 1
Who Pass a Mathematics Regents after 4 Years in Cohort**

Cohort Designation	# Students in Cohort	# of Students with 8th Grade Score History	% of Students at Level 2 or 1 in 8th Grade	* of Students at Level 3 or 4 in Grade (Passing Rate)	% of Students at Level 2 or 1 Passing English Regents	Expected # of All Students in Cohort Scoring at Level 2 or 1	# of Students in Cohort Not Passing English Regents after 4 Years	% of Students with Probable Level 2 or 1 Performance Passing English Regents
2006	46	11	81.8%	18.2%	100.0%	38	2	94.7%

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

GOAL 2: MEASURE 3

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) on the Regents mathematics exam will meet the Annual Measurable Objective (AMO) 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 100 percent of students will ultimately be proficient in the state’s learning standards in mathematics. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year’s mathematics AMO, which for 2009-10 is 173. The PI is calculated by adding

the sum of the percent of students at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

In the table below, we present the calculation of Oracle Charter School’s Performance Index for the 2006 high school accountability cohort. Our PI for 2008-09 is 193.

**Mathematics Performance Index (PI)
of 2006 High School Accountability Cohort**

# in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
47	2%	2%	93%	2%

$$\begin{array}{rclclcl}
 \text{PI} & = & 2 & \times & 93 & + & 2 & \times & 98 \\
 & & & & 93 & & 2 & & 96 \\
 & & & & & & \text{PI} & = & 193 \\
 & & & & 2009-10 & & \text{AMO} & = & 173
 \end{array}$$

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**. Oracle Charter School’s Performance Index for Mathematics in relation to the 2006 high school accountability cohort met the New York state Annual Measurable Objective (AMO) of 173 and exceed it by 20 points.

GOAL 2: MEASURE 4

Goal 2: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that high school performance data is published on the New York State Accountability and Overview Report and the Comprehensive Information Report on the year after performance is recorded and that students may take Regents exams up through the summer of their fourth year in the cohort, the most recently available district results are presented.

Results

Oracle Charter School’s cohort passing rate for Regents Mathematics is presented in the table below. The 2006 cohort at Oracle Charter School is outperforming the local district by a large measure. 95.7% of

Oracle students in the 2006 accountability cohort have met or exceeded state performance standards for secondary Mathematics by the conclusion of their 4th year in the cohort compared with 57% of Buffalo district students.

This final performance data of Oracle’s 2006 accountability cohort is presented against performance data for Buffalo school district’s 2005 accountability cohort, the most recent district results available. Although this is not a final comparison, these results are strongly predictive.

The table below presents a final comparison of the Oracle’s 2005 accountability cohort against the Buffalo school district’s 2005 cohort. At the conclusion of their fourth year in the cohort, Oracle students outperformed Buffalo district students by 32.4 percentage points, a large measure.

**Mathematics Regents Passing Rate of Accountability Cohorts
by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003				
2004			47.0%	3084
2005	89.4%	47	57.0%	2251
2006	95.7%	46	57.0%	2251

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

A final comparison of student performance after four years in the charter school for the 2005 cohort indicates that Oracle students exceeded district performance by 32.4 percentage points, a large measure.

A preliminary comparison of student performance after four years in the charter school for the 2006 cohort is strongly predictive that Oracle students will similarly exceed district performance by a large measure.

ADDITIONAL EVIDENCE: COMPARATIVE RESULTS ALL TEST-TAKERS

The following tables present Oracle Charter School’s performance on the individual Mathematics Regents examinations for all test takers in the 2010 assessment year. This data is compared with the last reported performance for all test takers in the Buffalo school district. This data is presented in keeping with the New York State Comprehensive Information Report practice of reporting performance of all test-takers in a given assessment year.

Integrated Algebra

**Comparative 2010 Comprehensive Integrated Algebra Regents
Passing Rate by Charter School and Local District**

Exam Year	Charter School		School District	
	Percent Passing	# Tested	Percent Passing	# Tested
2006				
2007				
2008	29.0%	75	43.0%	2717
2009	27.6%	76	37.0%	3900
2010	53.7%	147	37.0%	3990

The comparison of all test-takers for the 2009 examination year is final, with 27.6% of students at Oracle Charter School passing the Integrated Algebra Regents examination compared with 37% of all test-takers in the Buffalo school district. In 2009, Oracle Charter School did not outperform the local district. Based on the preliminary comparison for the 2009 assessment year, staff at Oracle evaluated curriculum alignment and instructional delivery, making significant improvements for the 2009-10 school year.

The performance of all test-takers in the 2010 assessment year at Oracle Charter School on the Integrated Algebra examination is 53.7% compared with 37% of all test-takers in the Buffalo school district.

Our comparison scores for the 2010 assessment year are preliminary and, at best, predictive. However, based on the data available, we predict that for the 2010 assessment year Oracle Charter School students will outperform students in the local district on the Integrated Algebra Regents examination.

Geometry

**Comparative 2010 Comprehensive Geometry Regents
Passing Rate by Charter School and Local District**

Exam Year	Charter School		School District	
	Percent Passing	# Tested	Percent Passing	# Tested
2006				
2007				
2008				
2009	3.8%	53	28.0%	1850
2010	54.2%	24	28.0%	1850

The comparison of all test-takers for the 2009 examination year is final, with 3.8% of students at Oracle Charter School passing the Geometry Regents examination compared with 28% of all test-takers in the Buffalo school district. In 2009, Oracle Charter School significantly underperformed the local district. Based on the preliminary comparison for the 2009 assessment year, staff at Oracle evaluated staffing, curriculum alignment, and instructional delivery, making significant changes for the 2009-10 school year.

The performance of all test-takers in the 2010 assessment year at Oracle Charter School on the Geometry examination is 54.2% compared with 28% of all test-takers in the Buffalo school district. Our comparison

scores for the 2010 assessment year are preliminary and, at best, predictive. However, based on the data available, we predict that for the 2010 assessment year Oracle Charter School students will outperform students in the local district on the Geometry Regents examination.

Algebra II & Trigonometry

**Comparative 2010 Algebra II & Trigonometry Regents
Passing Rate by Charter School and Local District**

Exam Year	Charter School		School District	
	Percent Passing	# Tested	Percent Passing	# Tested
2006				
2007				
2008				
2009				
2010	5.6%	18	na	na

The performance of all test-takers in the 2010 assessment year at Oracle Charter School on the Algebra II & Trigonometry Regents examination is 5.6%. No comparison data from the Buffalo school district is available at this time. Based on data from our first experience with this Regents examination, we will analyze our curriculum alignment and instructional delivery to make significant gains in the 2011 assessment year.

GOAL 2: MEASURE 5

Goal 1: Comparative Measure

Each year, the school will reduce by one-half the percent of students in year one and two of the high school accountability cohort scoring less than 65% on the last quarterly interim assessment in comparison to the same students' results on the first quarterly interim assessment of the year.

Method

Oracle Charter School administers interim assessments at the end of each quarter of instruction. Interim assessments are school-level assessments designed by teachers in collaboration with Oracle's Instructional Leadership team and derived from and rigorously aligned to the Mathematics Regents assessment corresponding to a student's current coursework. Interim assessments include only previous Regents examination reading comprehension and writing tasks and rely on no teacher-generated assessment questions.

Interim assessments are common across grade-level courses and monitor student proficiency in relation to essential learning standards. Alignment of the school's interim assessments is informed by the school's pacing calendar, including all standards that students should have learned and mastered through each quarter of instruction. The interim assessments provide leading indicator growth data specifically in relation to the Integrated Algebra Regents for students enrolled in Pre-Algebra and/or Integrated Algebra in years one and two of the cohort. Students may successfully complete the Integrated Algebra Regents examination by the conclusion of their first year in the high school cohort. For these students, interim assessment data in year two of the cohort will reflect growth against standards assessed by the Geometry Regents examination.

Results

In the 2009-10 school year, Oracle Charter School teachers began the process of developing the school’s interim assessments, completing two cycles of interim assessments. During the first quarter of the year, school leadership developed teachers regarding the scope and purpose of interim assessments and refined the school’s pacing calendars. In 2009-10, interim assessments were given in the second and third quarters. No interim assessment was administered in the first and fourth quarters. In 2010-11, the charter school will administer a full sequence of interim assessments beginning in the first quarter and including second, third, and fourth quarter assessments.

Evaluation

In relation to this measure, Oracle Charter School has **no data yet available**.

SUMMARY OF THE MATHEMATICS GOAL

In 2009-10, Oracle Charter School achieved all of our Absolute measures and our Comparative measure. Data in support of our Growth measure for Mathematics is not yet available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school accountability cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	ACHIEVED
Absolute	Each year, 75 percent of students in the high school accountability cohort who scored at Level 1 or 2 on their New York State 8 th grade exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	ACHIEVED
Absolute	Each year, the school’s aggregate Performance Index (PI) on the Regents mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	ACHIEVED
Comparative	Each year, the percent of students in the high school accountability cohort passing the Regents mathematics exam with a score of 65 or above in their fourth year will exceed that of the high school accountability cohort from the local school district.	ACHIEVED
Growth	Each year, the school will reduce by one-half the percent of students in year one and two of the high school accountability cohort scoring less than 65% on the last quarterly interim assessment in comparison to the same students’ results on the first quarterly interim assessment of the year.	DATA NOT YET AVAILABLE

ACTION PLAN

The action plan sections of Oracle Charter School’s 2009-10 Accountability Plan Progress Report will be updated following the start of the 2010-11 school year, giving Oracle staff time to bring together previous year’s performance data with the goals and action plans articulated through the school’s Comprehensive School Improvement Plan.

SCIENCE: Goal 3

Goal 3: Science

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

BACKGROUND

In 2008-2009, the Science department at Oracle Charter School offered Life Science in eighth grade, Living Environment in ninth grade, Earth Science in tenth grade, and Chemistry or science electives in Forensics and Anatomy & Physiology for students who had attained their Science Regents credit. The charter school also offered AP Environmental Science.

Only students who had attained a Science and Math Regents credit were able to enroll in Chemistry. After Chemistry, students were able to choose from the Anatomy/Forensics elective combination or AP Environmental Science. All of the Science electives relied heavily on authentic activities like dissecting, water sampling and multiple field trips.

GOAL 3: MEASURE 1

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, and Chemistry. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams; once they passed a science exam, their performance on subsequent exams did not affect their status as passing. Students have until the summer of their fourth year to pass a science exam.

Results

The table below presents Oracle Charter School's results in relation to this measure.

The 2005 accountability cohort comprises the school's first cohort, and the majority of whom graduated at the conclusion of the 2008-09 school year. Seven students in the 2005 cohort returned to Oracle Charter School in the 2009-10 as fifth year cohort students and graduated at the conclusion of the 2009-10 school year.

The 2006 accountability cohort comprises the school's second cohort; the majority of these students were enrolled in the 12th grade in 2009-10 and had multiple opportunities to take the Living Environment, Earth Science, and Chemistry Regents examinations.

The 2007 accountability cohort comprises students the majority of whom were enrolled in Oracle’s 11th grade. These students have had the opportunity to take the Living Environment, Earth Science, and Chemistry Regents examinations.

The 2008 accountability cohort comprises students, the majority of whom were enrolled in the school’s 10th grade. These students have had the opportunity to take the Living Environment and Earth Science Regents examinations.

The 2009 accountability cohort comprises students, all of whom were enrolled in the school’s 9th grade. These students have had the opportunity to take the Living Environment Regents examination.

Oracle Charter School’s passing rate in Regents Science for the 2006 cohort is **89.1%**

The interim passing rate for the 2007 cohort is **73.8%**; for the 2008 cohort, it is **61.8%**; and for the 2009 cohort, it is **30.3%**.

Science Regents Passing Rate by Accountability Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003										
2004										
2005	60	43.3%	48	41.7%	48	64.6%	47	91.5%	44	95.5%
2006			62	60.0%	44	77.3%	50	78.0%	46	89.1%
2007					68	53.2%	66	63.6%	61	73.8%
2008							88	38.6%	89	61.8%
2009									109	30.3%

Evaluation

In relation to this measure, Oracle Charter School has **met the goal** and exceeded it for the 2006 accountability cohort.

In relation to this measure, Oracle Charter School is **on track to meet the goal** for the 2007 accountability cohort.

ADDITIONAL EVIDENCE: SCIENCE REGENTS PERFORMANCE LEVEL AND PASSING RATE BY FOURTH YEAR ACCOUNTABILITY COHORT

The following table presents Oracle Charter School’s Mathematics Regents examination passing rate by performance level, accountability cohort and year. This data tracks Oracle Charter School students’ performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort.

84.8% of the 2006 accountability cohort passed a Science Regents examination with scores between 65 and 84%. This is an increase from the previous cohort’s passing rate at Level 3 of 87.2%.

4.3% of the 2006 accountability cohort passed a Science Regents examination with scores between 85 and 100%. This is the same as the previous cohort’s passing rate at Level 4 of 4.3%.

Overall, **89.1%** of the 2006 accountability cohort passed a Science Regents examination. This is the same performance level for overall passing rate as the previous cohort.

**Science Regents Performance Level and Passing Rate
by Fourth Year Accountability Cohort**

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	n/a	n/a	n/a	n/a	n/a	n/a
2004	n/a	n/a	n/a	n/a	n/a	n/a
2005	47	6.4%	2.1%	87.2%	4.3%	91.5%
2006	46	8.7%	0.0%	84.8%	4.3%	89.1%

ADDITIONAL EVIDENCE: PASSING RATE BY ACCOUNTABILITY COHORT AND YEAR

The following table presents Oracle Charter School’s interim Science Regents passing rate by Accountability Cohort and Year. This data tracks Oracle Charter School students’ performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort. As is clear from the table below, we are improving our performance with subsequent cohorts by increasing the students’ passing rate after two and three years in the cohort.

The majority of students in the 2005 Accountability cohort graduated from Oracle Charter School with a passing rate by the conclusion of their fourth year in the cohort of **91.5%**. By the conclusion of their fifth year in the cohort, students in the 2005 Accountability cohort had achieved a Science Regents passing rate of **95.5%**.

By the conclusion of their fourth year in the cohort, the 2006 Accountability cohort had achieved an **89.1%** passing rate which compares with the 91.5% passing rate of the 2005 Accountability cohort at the same point in their progress through the cohort.

By the conclusion of their third year in the cohort, the 2007 Accountability cohort has achieved a passing rate of **71.4%**, compared with the 2006 cohort’s passing rate of 78.0% and the 2005 cohort’s passing rate of 64.6% at the conclusion of the third year in the cohort.

By the conclusion of their second year in the cohort, the 2008 Accountability cohort has achieved a passing rate of **63.6%**, compared to the previous passing rates of 63.6% for the 2007 cohort, 77.3% for the 2006 cohort, and 41.7% for the 2005 cohort at the conclusion of the second year in the charter school cohort.

**Science Regents Passing Rate
by Accountability Cohort and Year**

	Year 2	Year 3	Year 4	Year 5
2005	41.7%	64.6%	91.5%	95.5%
2006	77.3%	78.0%	89.1%	
2007	63.6%	73.8%		
2008	61.8%			

GOAL 3: MEASURE 2

Goal 3: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that high school performance data is published on the New York State Accountability and Overview Report and the Comprehensive Information Report on the year after performance is recorded and that students may take Regents exams up through the summer of their fourth year in the cohort, the most recently available district results are presented.

Results

Oracle Charter School’s cohort passing rate for Regents Science is presented in the table below. The 2006 cohort at Oracle Charter School is outperforming the local district by a large measure. 89.1% of Oracle students in the 2006 accountability cohort have met or exceeded state performance standards for secondary Science by the conclusion of their 4th year in the cohort compared with 57% of Buffalo district students.

This final performance data of Oracle’s 2006 accountability cohort is compared against performance data for Buffalo school district’s 2005 accountability cohort, the most recent district results available. Although this is not a final comparison, these results are strongly predictive.

The table below presents a final comparison of the Oracle’s 2005 accountability cohort against the Buffalo school district’s 2005 cohort. At the conclusion of their fourth year in the cohort, Oracle students outperformed Buffalo district students by 34.5 percentage points, a large measure.

**Science Regents Passing Rate of Accountability Cohorts
by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003				
2004			53.0%	3084
2005	91.5%	47	57.0%	2151
2006	89.1%	46	57.0%	2151

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

A final comparison of student performance after four years in the charter school for the 2005 cohort indicates that Oracle students exceeded district performance by 34.5 percentage points, a large measure.

A preliminary comparison of student performance after four years in the charter school for the 2006 cohort is strongly predictive that Oracle students will similarly exceed district performance by a large measure.

ADDITIONAL EVIDENCE: COMPARATIVE RESULTS ALL TEST-TAKERS

The following tables present Oracle Charter School’s performance on the individual Science Regents examinations for all test takers in the 2010 assessment year. This data is compared with the last reported performance for all test takers in the Buffalo school district. This data is presented in keeping with the New York State Comprehensive Information Report practice of reporting performance of all test-takers in a given assessment year.

Living Environment

**Comparative 2010 Living Environment Regents
Passing Rate by Charter School and Local District**

Exam Year	Charter School		School District	
	Percent Passing	# Tested	Percent Passing	# Tested
2006	43.3%	60	54.0%	2453
2007	60.4%	53	51.0%	2865
2008	54.7%	64	55.0%	3099
2009	43.4%	136	58.0%	3097
2010	27.4%	179	58.0%	3097

The comparison of all test-takers for the 2009 examination year is final, with 43.4% of students at Oracle Charter School passing the Living Environment Regents examination compared with 58% of all test-takers in the Buffalo school district. In 2009, Oracle Charter School did not outperform the local district.

The performance of all test-takers in the 2010 assessment year at Oracle Charter School on the Living Environment examination is 27.4% compared with 58% of all test-takers in the Buffalo school district. Our comparison scores for the 2010 assessment year are preliminary and, at best, predictive. However, based on the data available, we predict that for the 2010 assessment year Oracle Charter School students will again underperform students in the local district on the Living Environment Regents examination. Based on the preliminary comparison for the 2010 assessment year, staff at Oracle evaluated staffing, curriculum alignment, and instructional delivery, making significant changes for the 2010-11 school year.

Earth Science

**Comparative 2010 Comprehensive Earth Science Regents
Passing Rate by Charter School and Local District**

Exam Year	Charter School		School District	
	Percent Passing	# Tested	Percent Passing	# Tested
2006			35.0%	2423
2007			37.0%	1639
2008	59.5%	37	39.0%	2054
2009	52.6%	95	33.0%	2584
2010	25.0%	132	33.0%	2584

The comparison of all test-takers for the 2009 examination year is final, with 52.6% of students at Oracle Charter School passing the Earth Science Regents examination compared with 33% of all test-takers in the Buffalo school district. In 2009, Oracle Charter School outperformed the local district by 19.6 percentage points, a significant measure.

The performance of all test-takers in the 2010 assessment year at Oracle Charter School on the Earth Science examination is 25.0% compared with 33% of all test-takers in the Buffalo school district. Our comparison scores for the 2010 assessment year are preliminary and, at best, predictive. However, based on the data available, we predict that for the 2010 assessment year Oracle Charter School students will perform at the same level or underperform students in the local district on the Earth Science Regents examination. Based on the preliminary comparison for the 2010 assessment year, staff at Oracle evaluated staffing, curriculum alignment, and instructional delivery, making significant changes for the 2010-11 school year.

Chemistry

**Comparative 2010 Comprehensive Chemistry Regents
Passing Rate by Charter School and Local District**

Exam Year	Charter School		School District	
	Percent Passing	# Tested	Percent Passing	# Tested
2006			46.0%	1179
2007	18.8%	48	41.0%	989
2008	18.4%	38	48.0%	867
2009	47.4%	19	45.0%	877
2010	0.0%	20	45.0%	877

The comparison of all test-takers for the 2009 examination year is final, with 47.4% of students at Oracle Charter School passing the Chemistry Regents examination compared with 45.0% of all test-takers in the Buffalo school district. In 2009, Oracle Charter School outperformed the local district by 1.6 percentage points, a small measure.

The performance of all test-takers in the 2010 assessment year at Oracle Charter School on the Chemistry Regents examination is 0.0% compared with 45% of all test-takers in the Buffalo school district. Our comparison scores for the 2010 assessment year are preliminary and, at best, predictive. However, based on the data available, we predict that for the 2010 assessment year Oracle Charter School students will significantly underperform students in the local district on the Chemistry Regents examination. Based on the preliminary comparison for the 2010 assessment year, staff at Oracle evaluated staffing, curriculum alignment, and instructional delivery, making significant changes for the 2010-11 school year.

Oracle Charter School 2009-10 Accountability Plan Progress Report

SUMMARY

In 2009-10, Oracle Charter School achieved both our Absolute measure and our Comparative measure for Science.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school accountability cohort will score at least 65 on a New York State science exam by the completion of their fourth year in the cohort.	ACHIEVED
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.	ACHIEVED

ACTION PLAN

The action plan sections of Oracle Charter School’s 2009-10 Accountability Plan Progress Report will be updated following the start of the 2010-11 school year, giving Oracle staff time to bring together previous year’s performance data with the goals and action plans articulated through the school’s Comprehensive School Improvement Plan.

SOCIAL STUDIES: Goal 4

Goal 4: Social Studies

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

BACKGROUND

During the 2009-10 school year, Oracle Charter School offered year-long one credit Social Studies courses in grades 8-12. Courses include Global Studies and Geography I; Global Studies and Geography II; United States History and Government; AP U.S. History; and AP U.S. Government and Politics. Additionally, two half-year, half-credit courses, Economics and Participation in Government, were required for seniors.

Global Studies I and II creates a two year curriculum arc perfectly suited for developing students' critical and evaluative skills, interpreting original documents, and participating in authentic learning opportunities share a similar curricular structure to that of the middle school curriculum, but in addition, teachers must prepare students for the Regents exam. Combined, Global I and II study a chronological history of the world beginning with the ancient world and ending with the present day. U.S. History in 11th grade has a slightly smaller scope, but is equally accountable to its own Regents exam at the end of the year. Students in Global Studies and U.S. History visited the Erie Maritime Museum for an in depth look at the War of 1812 and regional maritime history.

GOAL 4: MEASURE 1

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the U.S. History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and have until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2008-09, the 2005 Cohort finished its fourth year.

Results

The table below presents Oracle Charter School's results in relation to this measure.

The 2005 accountability cohort comprises the school's first cohort, and the majority of whom graduated at the conclusion of the 2008-09 school year. Seven students in the 2005 cohort returned to Oracle Charter School in the 2009-10 as fifth year cohort students and graduated at the conclusion of the 2009-10 school year.

Oracle Charter School 2009-10 Accountability Plan Progress Report

The 2006 accountability cohort comprises students in the charter school’s second cohort, the majority of whom were enrolled in Oracle’s 12th grade. These students have had the opportunity to take the U.S. History examination up to four times.

The 2007 accountability cohort comprises students, the majority of whom were enrolled in Oracle’s 11th grade. These students have had the opportunity to take the U.S. History examination up to two times.

No other cohort groups in the school have yet attempted this Regents examination.

Oracle Charter School’s passing rate on the U.S. History Regents for the 2006 cohort is **93.5%**.

The interim passing rate for the 2006 cohort, it is **62.3%**.

U.S. History Regents Passing Rate by Accountability Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003										
2004										
2005	n/a	n/a	n/a	n/a	48	50.0%	47	89.4%	44	95.5%
2006			n/a	n/a	n/a	n/a	50	62.0%	46	93.5%
2007							n/a	n/a	61	62.3%
2008										

Evaluation

In relation to this measure, Oracle Charter School has **met the goal** and exceeded it for the 2006 accountability cohort.

In relation to this measure, Oracle Charter School is **on track to meet the goal** for the 2007 accountability cohort.

ADDITIONAL EVIDENCE: U.S. HISTORY REGENTS PERFORMANCE LEVEL AND PASSING RATE BY FOURTH YEAR ACCOUNTABILITY COHORT

The following table presents Oracle Charter School’s U.S. History Regents examination passing rate by performance level, accountability cohort and year. This data tracks Oracle Charter School students’ performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort.

72.3% of the 2006 accountability cohort passed the U.S. History Regents examination with scores between 65 and 84%. This is an increase from the previous cohort’s passing rate at Level 3 of 82.6%.

8.7% of the 2006 accountability cohort passed the U.S. History Regents examination with scores between 85 and 100%. This is a decrease from the previous cohort’s passing rate at Level 4 of 17.0%.

Overall, **91.3%** of the 2006 accountability cohort passed the U.S. History Regents examination. This is the same performance level for overall passing rate as the previous cohort.

U.S History Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	n/a	n/a	n/a	n/a	n/a	n/a
2004	n/a	n/a	n/a	n/a	n/a	n/a
2005	47	4.3%	4.3%	72.3%	17.0%	89.4%
2006	46	4.3%	2.2%	82.6%	8.7%	91.3%

ADDITIONAL EVIDENCE: PASSING RATE BY ACCOUNTABILITY COHORT AND YEAR

The following table presents Oracle Charter School’s interim U.S. History Regents passing rate by Accountability Cohort and Year. This data tracks Oracle Charter School students’ performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort. As is clear from the table below, we are improving our performance with subsequent cohorts by increasing the students’ passing rate after three years in the cohort.

The majority of students in the 2005 Accountability cohort graduated from Oracle Charter School with a passing rate by the conclusion of the fourth year in the cohort of **89.4%**. By the conclusion of their fifth year in the cohort, students in the 2005 accountability cohort had achieved a U.S. History Regents passing rate of **95.5%**.

The 2007 cohort currently has a **62.3%** passing rate on the U.S. History Regents examination by the conclusion of their third year in the cohort. This compares to the 2006 cohort, which had a passing rate of 62.0% and the 2005 cohort, which had a 50.0% passing rate by the conclusion of their third year in the cohort.

U.S. History Regents Passing Rate by Accountability Cohort and Year

	Year 3	Year 4	Year 5
2005	50.0%	89.4%	95.5%
2006	62.0%	93.5%	
2007	62.3%		

GOAL 4: MEASURE 2

Goal 4: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that high school performance data is published on the New York State Accountability and Overview Report and the Comprehensive Information Report on the year after performance is recorded and that students may take Regents exams up

through the summer of their fourth year in the cohort, the most recently available district results are presented.

Results

Oracle Charter School’s cohort passing rate for the U.S. History Regents is presented in the table below.

Based on final comparison data, the 2005 cohort at Oracle Charter School outperformed the local district by 33.4 percentage points, a large measure. **89.4%** of Oracle students in the 2005 accountability cohort have met or exceeded state performance standards for secondary studies in U.S. History by the conclusion of their 4th year in the cohort compared with 56% of Buffalo district students.

The 2006 cohort at Oracle Charter School is outperforming the local district by a large measure. 93.5% of Oracle students in the 2006 accountability cohort have met or exceeded state performance standards for U.S. History by the conclusion of their 4th year in the cohort, compared with 56% of Buffalo district students.

The comparison of Oracle’s 2006 accountability cohort is presented against performance data for the Buffalo school district’s 2005 accountability cohort, the most recent district results available. Although this is not a final cohort comparison, these results are strongly predictive.

**U.S. History Regents Passing Rate of Accountability Cohorts
by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003				
2004			48.0%	3084
2005	89.4%	47	56.0%	2251
2006	93.5%	46	56.0%	2251

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

A final comparison of student performance after four years in the charter school for the 2005 cohort indicates that Oracle students exceeded district performance by 33.4 percentage points, a large measure.

A preliminary comparison of student performance after four years in the charter school for the 2006 cohort is strongly predictive that Oracle students will similarly exceed district performance by a large measure.

ADDITIONAL EVIDENCE: COMPARATIVE RESULTS ALL TEST-TAKERS

The following table presents Oracle Charter School’s performance on the U.S History Regents examination for all test takers in the 2010 assessment year. This data is compared with the last reported performance for all test takers in the Buffalo school district. This data is presented in keeping with the New York State Comprehensive Information Report practice of reporting performance of all test-takers in a given assessment year.

The performance of all test-takers in the 2009-10 assessment year at Oracle Charter School on the U.S. History Regents examination is 67.6% compared with 68% of all test-takers in the Buffalo school district.

In relation to this measure, Oracle Charter School is currently performing at the same level as our local district.

**Comparative 2010 Comprehensive U.S. History Regents
Passing Rate by Charter School and Local District**

Exam Year	Charter School		School District	
	Percent Passing	# Tested	Percent Passing	# Tested
2006			69.0%	2243
2007			64.0%	2114
2008	70.6%	34	75.0%	1988
2009	71.4%	63	68.0%	2060
2010	67.6%	71	68.0%	2060

GOAL 4: MEASURE 3

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and have until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2009-10, the 2006 Cohort finished its fourth year.

Results

The table below presents Oracle Charter School’s interim results in relation to this measure.

The 2005 accountability cohort comprises the school’s first cohort, and the majority of whom graduated at the conclusion of the 2008-09 school year. Seven students in the 2005 cohort returned to Oracle Charter School in the 2009-10 as fifth year cohort students and graduated at the conclusion of the 2009-10 school year.

The 2006 accountability cohort comprises students the majority of whom were enrolled in Oracle’s 12th grade. These students have had the opportunity to take the Global Studies Regents examination for the first time in June 2008 and have had the opportunity to take this examination multiple times.

The 2007 accountability cohort comprises students the majority of whom were enrolled in Oracle’s 11th grade. These students had the opportunity to take the Global Studies Regents examination for the first time in June 2009 and had the opportunity to take this examination multiple times.

The 2008 accountability cohort comprises students the majority of whom were enrolled in Oracle’s 10th grade. These students took the Global Studies Regents examination for the first time in June 2010.

Oracle Charter School’s passing rate in Regents Science for the 2006 cohort is **89.1%**.

The school’s interim passing rate for the 2007 cohort is **80.3%** and for the 2008 cohort, it is **44.9%**.

Global Studies Regents Passing Rate by Accountability Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09		2008-09	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003										
2004										
2005	n/a	n/a	48	43.8%	48	58.3%	47	87.2%	44	95.5%
2006			n/a	n/a	44	61.4%	50	68.0%	46	89.1%
2007					n/a	n/a	66	57.6%	61	80.3%
2008							n/a	n/a	89	44.9%
2009									n/a	n/a

Evaluation

In relation to this measure, Oracle Charter School has **met the goal** and exceeded it for the 2006 accountability cohort.

In relation to this measure, Oracle Charter School is **on track to meet the goal** for the 2007 and 2008 accountability cohorts.

ADDITIONAL EVIDENCE: GLOBAL HISTORY REGENTS PERFORMANCE LEVEL AND PASSING RATE BY FOURTH YEAR ACCOUNTABILITY COHORT

The following table presents Oracle Charter School’s Global History Regents examination passing rate by performance level, accountability cohort and year. This data tracks Oracle Charter School students’ performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort.

82.6% of the 2006 accountability cohort passed the Global History Regents examination with scores between 65 and 84%. This is the same as the previous cohort’s passing rate at Level 3 of 83.0%.

6.5% of the 2006 accountability cohort passed the Global History Regents examination with scores between 85 and 100%. This is a slight increase from the previous cohort’s passing rate at Level 4 of 4.3%.

Overall, **89.1%** of the 2006 accountability cohort passed the Global History Regents examination. This is the same performance level for overall passing rate as the previous cohort.

Global Studies Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	n/a	n/a	n/a	n/a	n/a	n/a
2004	n/a	n/a	n/a	n/a	n/a	n/a
2005	47	10.6%	0.0%	83.0%	4.3%	87.2%
2006	46	4.3%	6.5%	82.6%	6.5%	89.1%

ADDITIONAL EVIDENCE: PASSING RATE BY ACCOUNTABILITY COHORT AND YEAR

The following table presents Oracle Charter School’s interim Global Studies Regents passing rate by Accountability Cohort and Year. This data tracks Oracle Charter School students’ performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort. As is clear from the table below, we are improving our performance with subsequent cohorts by increasing the students’ passing rate after two and three years in the cohort.

The majority of students in the 2005 Accountability cohort graduated from Oracle Charter School with a passing rate by the conclusion of their fourth year in the cohort of **87.2%**. By the conclusion of their fifth year in the cohort, students in the 2005 Accountability cohort had achieved a Global Studies Regents passing rate of **95.5%**.

By the conclusion of their fourth year in the cohort, the 2006 Accountability cohort had achieved an **89.1%** passing rate which compares with the 87.2% passing rate of the 2005 Accountability cohort at the same point in their progress through the cohort.

By the conclusion of their third year in the cohort, the 2007 Accountability cohort has achieved a passing rate of **77.8%**, compared with the 2006 cohort’s passing rate of 68.0% and the 2005 cohort’s passing rate of 58.3% at the conclusion of the third year in the cohort.

By the conclusion of their second year in the cohort, the 2008 Accountability cohort has achieved a passing rate of **44.9%**, compared to the previous passing rates of 57.6% for the 2007 cohort, 61.4% for the 2006 cohort, and 43.8% for the 2005 cohort at the conclusion of the second year in the charter school cohort.

Global Studies Regents Passing Rate by Accountability Cohort and Year

	Year 2	Year 3	Year 4	Year 5
2005	43.8%	58.3%	87.2%	95.5%
2006	61.4%	68.0%	89.1%	
2007	57.6%	80.3%		
2008	44.9%			

GOAL 4: MEASURE 4

Goal 4: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Global Studies Regents exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that high school performance data is published on the New York State Accountability and Overview Report and the Comprehensive Information Report on the year after performance is recorded and that students may take Regents exams up through the summer of their fourth year in the cohort, the most recently available district results are presented.

Results

Oracle Charter School’s cohort passing rate for the Global Studies Regents examination is presented in the table below.

The table presents a final comparison of Oracle’s 2005 accountability cohort against the Buffalo school district’s 2005 cohort performance. At the conclusion of their fourth year in the cohort, Oracle students outperformed Buffalo district students by 47.2 percentage points, a large measure.

The 2006 cohort at Oracle Charter School is also outperforming the Buffalo district by a large measure. **89.1%** of Oracle students in the 2006 accountability cohort have met or exceeded state performance standards for Global Studies by the conclusion of their 4th year in the cohort compared with 57% of Buffalo district students.

This comparison of Oracle’s 2006 accountability cohort is presented against performance data for Buffalo school district’s 2005 accountability cohort, the most recent district results available. Although this is not a final comparison, these results are strongly predictive.

**Global Studies Regents Passing Rate of Accountability Cohorts
by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003				
2004			40.0%	3084
2005	87.2%	47	57.0%	2251
2006	89.1%	46	57.0%	2251

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

A final comparison of student performance after four years in the charter school for the 2005 cohort indicates that Oracle students exceeded district performance by 30.2 percentage points, a large measure.

A preliminary comparison of student performance after four years in the charter school for the 2006 cohort is strongly predictive that Oracle students will similarly exceed district performance by a large measure.

ADDITIONAL EVIDENCE: COMPARATIVE RESULTS ALL TEST-TAKERS

The following table presents Oracle Charter School’s performance on the Global Studies Regents examination for all test takers in the 2010 assessment year. This data is compared with the last reported performance for all test takers in the Buffalo school district. This data is presented in keeping with the New York State Comprehensive Information Report practice of reporting performance of all test-takers in a given assessment year.

The interim performance of all test-takers in the 2009-10 assessment year at Oracle Charter School on the Global Studies Regents examination is 45.4% compared with 45% of all test-takers in the Buffalo school district.

In relation to this measure, Oracle Charter School is performing at the same level as the local district.

**Comparative 2010 Comprehensive Global Studies Regents
Passing Rate by Charter School and Local District**

Exam Year	Charter School		School District	
	Percent Passing	# Tested	Percent Passing	# Tested
2006			44.0%	2696
2007	58.3%	60	44.0%	2776
2008	57.6%	59	46.0%	2785
2009	55.6%	108	45.0%	2846
2010	45.4%	119	45.0%	2846

SUMMARY OF SOCIAL STUDIES GOALS:

In 2008-09, Oracle Charter School achieved all of our Absolute measures and all of our Comparative measures for Social Studies.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	ACHIEVED
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	ACHIEVED
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global Studies Regents exam by the completion of their fourth year in the cohort.	ACHIEVED
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the Global Studies Regents exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	ACHIEVED

ACTION PLAN

The action plan sections of Oracle Charter School's 2009-10 Accountability Plan Progress Report will be updated following the start of the 2010-11 school year, giving Oracle staff time to bring together previous year's performance data with the goals and action plans articulated through the school's Comprehensive School Improvement Plan.

NCLB Accountability: Goal 5

Goal 5: NCLB

Oracle Charter School performance will meet NCLB accountability requirements.

GOAL 5: MEASURE 1

Goal 5: Absolute 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

Oracle Charter School's NCLB status for 2009-10 is in Good Standing.

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

ADDITIONAL EVIDENCE: NCLB STATUS BY YEAR

For each year of the charter, Oracle Charter School has been in Good Standing under New York state's NCLB Accountability system.

NCLB Status by Year

Year	Status
2003-04	N/A
2004-05	N/A
2005-06	Has No Status – Regulations Do Not Apply
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2008-09	<i>Predicted Good Standing</i>

HIGH SCHOOL GRADUATION: Goal 6

GOAL 6: HIGH SCHOOL GRADUATION

Oracle Charter School students will meet or exceed New York State graduation requirements.

GOAL 6: MEASURE 1

Goal 6: Absolute Measure

Each year, 75 percent of students in each high school accountability cohort will pass their core academic subjects by the end of August and be promoted to the next grade.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of students in each cohort are promoted to the next grade by the end of August.

As a general rule, high school students are eligible for grade-level promotion if they have earned a minimum combination of core academic and elective credits at each grade level.

- 10th grade: 6 course credits earned
- 11th grade: 13 course credits earned
- 12th grade: 18 course credits earned

Students who fail a core academic course may be required to repeat the course, and to the greatest extent possible, Oracle's counseling department works to create flexible course schedules that allow students to be promoted to the next grade-level even if they are required to recuperate failed credits. Such students are subject to Oracle's graduation requirements regarding the number of credits within each discipline.

Students applying for admission to 9th grade must submit a final report card or transcript from their previous schools proving that they have passed three or more of their 8th grade core academic subjects (English, mathematics, social studies, and science) to qualify for 9th grade standing.

Students applying to 9th grade having passed a foreign language proficiency examination and/or a Regents-level science or mathematics class will earn a high school transfer credit toward Oracle's graduation requirements and will be placed in classes accordingly.

Results

The table below presents Oracle Charter School's results in relation to this measure. 93.5% of students in the 2006 cohort were promoted to the next grade. As the majority of students in the 2006 cohort were enrolled in the school's 12th grade, these students were effectively graduated from the program. Of the students in the 2006 cohort, seven students did not graduate with their cohort. Of these seven students, four were enrolled in the school's 11th grade in the 2009-10 school year and were promoted to the next grade level. These students are on track to graduate in 2010-11.

In the 2007 cohort, **82%** of students were promoted to the next grade level; **85.4%** of students in the 2008 cohort were promoted to the next grade level; and **79.8%** of students in the 2009 cohort were promoted to the next grade level.

Percent of Students Promoted by Cohort

Cohort Designation	2009-10	
	Number in Cohort	Percent promoted
2006	46	93.5%
2007	61	82.0%
2008	89	85.4%
2009	109	79.8%

Evaluation

In relation to this measure, Oracle Charter School **met the goal** for all cohorts enrolled in the school.

GOAL 6: MEASURE 2

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school accountability cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.

Method

This measure serves as a leading indicator of the performance of high school Cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2010, the 2008 cohort will have completed its second year.

Results

The table below presents Oracle Charter School’s results in relation to this measure.

Data relative to student performance at the conclusion of the second year in the charter school’s cohort is not available at this time for the 2005 and 2006 cohorts.

35.8% of students enrolled in the 2007 accountability cohort had passed three or more different Regents examinations by the conclusion of their second year in the charter school cohort.

44.9% of students enrolled in the 2008 accountability cohort has passed three or more different Regents examinations by the conclusion of their second year in the charter school cohort.

**Percent of Students in their Second Year
Passing Three Regents Exams by Cohort**

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2005	n/a	n/a
2006	n/a	n/a
2007	67	35.8%
2008	89	44.9%

Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal.**

GOAL 6: MEASURE 3

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school accountability cohort will graduate after the completion of their fourth year in the cohort.

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. In 2009-10 the 2006 Cohort completed its fourth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students had until the summer of their fourth year to complete their graduation requirements.

Oracle Charter School has instituted the following graduation requirements for attainment of a Regents diploma. Local diplomas are granted on an individual basis when students have attained all school credits and fall within the Regents scoring safety net on two or fewer required Regents examinations:

<i>Content Area</i>	<i>School Credits</i>	<i>Exams for Regents Diploma</i>	<i>Additional Exams for Regents Diploma With Advanced Designation</i>
ENGLISH	4	1	
SOCIAL STUDIES	4	2	
MATHEMATICS	3	1	2 ⁺
SCIENCE	3	1	1
LOTE	2		1
TECHNOLOGY	1		
ARTS	2		
ADDITIONAL ELECTIVES	2.5		
PHYSICAL EDUCATION	2		

⁺ Given Oracle Charter School's curriculum and course offerings, students in the 2008 and 2009 cohorts and beyond will need to pass two additional Regents examinations in Mathematics to qualify for the Regents diploma with Advanced Designation

HEALTH & WELLNESS	.5		
Total Credits	24	5	4

Results

Oracle Charter School’s second cohort, the 2006 Graduation Cohort, completed their fourth year of instruction. Oracle’s graduation rate after four years by the 2006 Graduation Cohort is 81%.

**Percent of Students in Graduation Cohort
Who Have Graduated After Four Years**

Cohort Designation	Number in Cohort	Percent Graduating
2003	n/a	n/a
2004	n/a	n/a
2005	52	71.0%
2006	48	77.1%

Evaluation

In relation to this measure, Oracle Charter School **has met the goal**.

GOAL 6: MEASURE 4

Goal 6: Comparative Measure

Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the high school Graduation Cohort from the local school district.

Method

The graduation rate of students completing their fourth year in the charter school accountability cohort is compared to that of the respective cohort of students in the local school district. Given that high school performance data is published on the New York State Accountability and Overview Report and the Comprehensive Information Report on the year after performance is recorded and that students may take Regents exams up through the summer of their fourth year in the cohort, the most recently available district results are presented.

Results

For the 2005 graduation cohort, Oracle Charter School outperformed the local district by 13.7 percentage points, a moderate measure. The 2005 cohort comparison is final.

For the 2006 graduation cohort, final data is not yet available. However, Oracle Charter School’s graduation rate after four years for the 2006 cohort is 77.1%. Our comparison against local district data is strongly predictive that Oracle Charter School will outperform the local district in relation to this measure.

Percent of Students in the Graduation Cohort who Graduate in Four Years Compared to Local District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2003	n/a	n/a	n/a	n/a
2004	n/a	n/a	3084	51.8%
2005	52	71.0%	2251	57.3%
2006	48	77.1%	2251	57.3%

Evaluation

In relation to this measure, Oracle Charter School **has met the goal**.

GOAL 6: MEASURE 5

Goal 6: Absolute Measure

Each year, 95 percent of students in the high school graduation cohort will graduate after the completion of their fifth year in the cohort.

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate five years later. In 2009-10 the 2005 Cohort completed its fifth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History.

Results

The table below presents the graduation rate of students in the 2005 cohort after five years in the charter school program. Oracle Charter School’s five year graduation rate for the 2005 cohort is 88%. This is a significant increase from the four year graduation rate of 71%.

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2003	n/a	n/a
2004	n/a	n/a
2005	50	88.0%

Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal**.

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The 2005 graduation cohort included seven students who were retained for a fifth year in the charter school program and who subsequently graduated in 2010. The 2005 graduation cohort also included six students who dropped out or entered GED programs. Upcoming graduation cohorts at Oracle Charter School do not contain such significant numbers of students who have dropped out or entered GED programs.

SUMMARY OF HIGH SCHOOL GRADUATION GOALS:

In 2009-10, Oracle Charter School achieved two out of four of our Absolute measures and our Comparative measure for High School Graduation. We did not yet achieve our Absolute measure of 75% of high school students passing at least three different Regents examinations by the conclusion of their second year in the cohort, nor did we achieve a graduation rate of 95% in our 2005 graduation cohort.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in each high school accountability cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	ACHIEVED
Absolute	Each year, 75 percent of students in the high school accountability cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	DID NOT ACHIEVE
Absolute	Each year, 75 percent of students in the high school accountability cohort will graduate after the completion of their fourth year in the cohort.	ACHIEVED
Comparative	Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the high school accountability cohort from the local school district.	ACHIEVED
Absolute	Each year, 95 percent of students in the high school graduation cohort will graduate after the completion of their fifth year in the cohort.	DID NOT ACHIEVE

ACTION PLAN

The action plan sections of Oracle Charter School’s 2009-10 Accountability Plan Progress Report will be updated following the start of the 2010-11 school year, giving Oracle staff time to bring together previous year’s performance data with the goals and action plans articulated through the school’s Comprehensive School Improvement Plan.

COLLEGE PREP: Goal 7

GOAL 7: COLLEGE PREP

Oracle Charter School students will be prepared for college, able to take the next steps in their lives and careers.

GOAL 7: MEASURE 1

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores on each subsection are considered when reporting on this measure. School averages are compared to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

The table below presents Oracle Charter School 10th grade students' mean performance in critical Reading and Mathematics on the PSAT examination compared to the mean performance of all students taking the test in New York state.

In 2009-10, the year for which the most recent results are available, Oracle Charter School's 10th grade students earned a mean score of 33.4 in critical reading compared to a state-wide mean of 40.4. On the Mathematics section of the PSAT, Oracle Charter School's 10th grade students earned a mean score of 34.0 compared to a state-wide mean score of 42.1.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2007-08		1	58.0	40.2	51.0	41.6
2008-09	76	9	36.2	40.0	28.4	42.4
2009-10	95	17	33.4	40.4	34.0	42.1

Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal**.

GOAL 7: MEASURE 2

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores are considered when reporting on this measure. School averages are compared to the New York State average for all 12th grade (senior) test takers in the given year.

Results

The table below presents Oracle Charter School’s 12 grade student performance on the SAT by school year.

The Critical Reading SAT mean score of students in the 12th grade in 2008-09 was 407, compared to the mean score for all test-takers in New York State of 485.

Results for the students who were in 12th grade during the 2009-10 school year are not yet available.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2008-09	39	25	407	485	397	502
2009-10	48	n/a	n/a	n/a	n/a	n/a

Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal**.

GOAL 7: MEASURE 3

Goal 7: Absolute Measure

Each year, 30 percent of students will receive a Regents Diploma with Advanced Designation.

Method

This measure examines the number of students in the high school graduating class who earn Regents Diplomas with Advanced Designation, indicative of students who have completed a more rigorous academic

program than the required Regents diploma program. These students have passed five core Regents exams in English language arts, mathematics, science, U.S. History and Global History in addition to four further Regents examinations in science, Spanish, Geometry, and Algebra II and Trigonometry. Students had until the summer of their fourth year to complete their graduation requirements.

Results

The table below presents the percentage of seniors graduating from Oracle Charter School who earn Regents diplomas with Advanced Designation.

6.3% of graduates of the Class of 2010 received these Advanced Designation diplomas. This compares to 3.8% of graduates of the Class of 2009 who Advanced Designation diplomas.

Percent of Students in the Graduation Cohort who Graduate in Four Years with Advanced Designation

Cohort Designation	Charter School	
	Number in Cohort	Percent Graduating
2003	n/a	n/a
2004	n/a	n/a
2005	52	3.8%
2006	48	6.3%

Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal**.

GOAL 7: MEASURE 4

Goal 7: Absolute Measure

Each year, 50 percent of Oracle Charter School graduates will be accepted into a four year college program.

Method

This measure examines graduating students’ post-secondary plans. At the conclusion of the 2009-10 school year, Oracle Charter School graduated its second class of seniors. The data below reflects the percentage of graduating seniors who were admitted into one or more four year college institutions.

Results

The table below presents the four year college acceptance rate for seniors graduating from Oracle Charter School.

30% of graduates of the Class of 2010 received acceptance into four year college programs. This compares to 27% of graduates of the Class of 2009 who received acceptance into four year college programs.

**4 Year College Acceptance Rates
of High School Graduates**

Graduation Year	# of Students Graduating	# of Student Entering 4 Year College Programs	Percent of Graduates Entering 4 Year College Programs
2009	37	10	27%
2010	44	13	30%

Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal.**

GOAL 7: MEASURE 5

Goal 7: Absolute Measure

Each year, 90 percent of Oracle Charter School graduates will be accepted in four year and two year college programs.

Method

This measure examines graduating students’ post-secondary plans. At the conclusion of the 2009-10 school year, Oracle Charter School graduated its second class of seniors. The data below reflects the percentage of graduating seniors who were admitted into one or more colleges and who accepted college enrollment.

Results

The table below presents college acceptance for Oracle Charter School’s graduating classes of seniors.

Our second group of seniors, the Class of 2010, graduated with 93.1% of students earning acceptance into college programs. This compares with the college acceptance rate of 91.9% for the previous class of graduating seniors.

College Acceptance Rates of High School Graduates

Graduation Year	# of Students Graduating	Percent of Graduates with College Enrollment	# of Student Entering 4 Year College Programs	Percent of Graduates Entering 4 Year College Programs	# of Student Entering 2 Year College Programs	Percent of Graduates Entering 2 Year College Programs
2009	37	91.90%	10	27%	24	64.90%
2010	44	93.18%	13	30%	28	63.64%

Evaluation

In relation to this measure, Oracle Charter School **met the goal.**

GOAL 7: MEASURE 6

Goal 7: Absolute Measure

Each year, 75 percent of Oracle Charter School graduates will matriculate into college programs in the fall after their senior year.

Method

This measure examines graduating students’ post-secondary matriculation rates in the year after graduation from the charter high school program. During the 2009-10 school year, the first class of seniors who graduated from Oracle Charter School would have been eligible to matriculate into college programs and follow through on their college attendance plans. The data below reflects the percentage of graduating seniors who matriculated into four or two year college programs in the year after graduation.

Data on Oracle Charter School graduates’ college enrollment and persistence is obtained through the National Student Clearinghouse, a subscription service which tracks high school graduates post-secondary enrollment and progress toward degree attainment. Students are tracked by institution level (2 or 4 year programs), type (public and private institutions) and location (in- and out-of-state institutions).

Results

The table below presents matriculation results for the class of seniors who graduated from Oracle Charter School in June 2009.

For the class of 2009, **54%** of students had enrolled in college programs in the fall after their senior year. However, **69%** of the students had enrolled in college programs at some point within the year following graduation. This increase indicates that 15% of the graduates of the Class of 2009 who did not enroll in a college program in the fall after their graduation enrolled in college programs in the second semester.

Data for the class of seniors who graduated from Oracle Charter School in June 2010 is not yet available.

Percent of Graduates Who Matriculate in a College Program the Year after Graduation

Graduation Year	# of Students Graduating	% of Students Matriculating in Fall after Graduation	% of Students Matriculating at Any Point in Year after Graduation
2009	37	54.0%	69.0%
2010	37	n/a	n/a

Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal**.

ADDITIONAL EVIDENCE: POST-SECONDARY ENROLLMENT BY INSTITUTION LEVEL, TYPE, AND LOCATION

Through the National Student Clearinghouse, Oracle Charter School students are tracked by institution level (2 or 4 year programs), type (public and private institutions) and location (in- and out-of-state institutions).

The table below presents summary data for the class of seniors who graduated from Oracle Charter School in June 2009.

Of the Class of 2009, 14% are enrolled in four year college programs, while 54% are enrolled in two year college programs; 66% are enrolled in public institutions, with only 3% at private institutions; and 63% are enrolled in college institutions in New York state, while 6% are enrolled in institutions out-of-state.

Percent of Graduates Enrolled in College Programs at Any Time in the Year after High School by Institution Level, Type, and Location

Graduation Year	# of Students Graduating	% of students by Institution Level		% of students by Institution Type		% of students by Institution Location	
		4 Year	2 Year	Public	Private	In-State	Out-of-State
2009	37	14.0%	54.0%	66.0%	3.0%	63.0%	6.0%
2010		n/a	n/a	n/a	n/a	n/a	n/a

SUMMARY OF COLLEGE PREP GOALS:

In 2009-10, Oracle Charter School achieved one out of four of our Absolute measures and neither of our Comparative measures for College Preparation.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.	DID NOT ACHIEVE
Comparative	Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	DID NOT ACHIEVE
Absolute	Each year, 30 percent of students will receive a Regents Diploma with Advanced Designation.	DID NOT ACHIEVE
Absolute	Each year, 50 percent of Oracle Charter School graduates will be accepted into a four year college program.	DID NOT ACHIEVE
Absolute	Each year, 90 percent of Oracle Charter School graduates will be accepted into four year and two year college programs.	ACHIEVED
Absolute	Each year, 75 percent of Oracle Charter School graduates will matriculate into college programs in the fall after their senior year.	DID NOT ACHIEVE

ACTION PLAN

The action plan sections of Oracle Charter School’s 2009-10 Accountability Plan Progress Report will be updated following the start of the 2010-11 school year, giving Oracle staff time to bring together previous year’s performance data with the goals and action plans articulated through the school’s Comprehensive School Improvement Plan.