

Accountability Plan Progress Reports for the 2007-08 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 State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as 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 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

2007-08

ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 1, 2008

by Julie Jackson-Forsberg, Head of School



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Julie Jackson-Forsberg, Head of School prepared this 2007-08 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
David Steffan	Chair, Finance Committee, Executive Committee
Adrian Roselli	Vice Chair, Marketing Committee, Executive Committee
Michelle Scott	Secretary, Marketing Committee, Executive Committee
Edward Leak	Treasurer, Finance Committee, Marketing Committee, Executive Committee
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James Cammarata	Faculty Trustee, School Improvement Team
Janell Andersen	Term Expired, June 2008
Sandra Olsen	Term Expired, June 2008

INTRODUCTION

MISSION

Oracle Charter School engages students of varying abilities in a concept-rich, challenging academic experience, enabling them to inhabit a meaningful place within their academic and civic communities, and to know and value themselves as individuals. To that end, Oracle Charter School graduates students who are able to meet or exceed state performance standards, and who are prepared thereby to take the next step in their lives.

The mission of Oracle Charter School is to empower 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 third year of operation. In 2007-08, we served approximately 260 students in grades 7-11 and will reach full capacity in 2008-09 with an anticipated graduating class of approximately forty students.

Oracle Charter School received its name because of the central importance of self-knowledge to a well-educated student. "Know Thyself" is believed historically to have been inscribed over the entryway to the Oracle at the Temple of Apollo at Delphi in ancient Greece. This historical echo along with the roots of classical education and the arts combined to give Oracle Charter School its name.

Our school colors are garnet and gold, and our school mascot is the phoenix.

LOCATION

Oracle Charter School is situated in a turn of the century brick mansion along Buffalo's Millionaire's Row. The mansion, which comprises the front portion of the school, was built for Charles W. Goodyear in 1903. After Ms. Goodyear's death in 1940, the mansion was acquired by Buffalo's Catholic Diocese and was converted into a school with the addition of a wing of large classrooms and a gymnasium.

This location provided a unique site for a new charter school, and, thanks to a group of investors willing to structure a privately held mortgage, the Goodyear mansion is now home to Oracle Charter School. The mansion provides Oracle Charter School students and staff with an unspoken sense of the value and power of education. At the same time, the mansion lends our new school a sense of history unique to our school culture.

Mr. Goodyear, who made a fortune in lumber well before the establishment of an income tax, once wrote in a letter to his wife: "A better division of the comforts and luxuries of life will be made. This is sure to come about though none of us will live to see it." Oracle Charter School participates in the mission to strive for social justice underlying Mr. Goodyear's insight, and we hope that he would be proud of the students who are currently educated in his home.



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 AP course options.

Our school curriculum is anchored across content areas and grade levels by an emphasis on critical thinking and shared inquiry. The school partners with the Junior Great Books Foundation, and 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 74.3% Black, 15.8% White, and 9.9% Hispanic. In contrast, Buffalo public schools enroll students who are 58.2% Black, 26.1% White, and 12.1% Hispanic, while in the city overall, residents are 37.2% Black, 54.4% White, and 7.5% Hispanic.

At Oracle Charter School, approximately 72% of our student population is eligible for free and reduced price lunch. Also in contrast, 77.8% of Buffalo school children qualify for free and reduced price lunch, while, according to Census data, only 33.9% of Buffalo children live in poverty.

Oracle students come from the range of school options available in Buffalo, with 44.8% entering from traditional public schools, 28.7% from entering from other charter schools, and 26.4% entering from area private schools.

Buffalo has a thriving system of private and Catholic schools and many white and / or middle class families have chosen to opt out of the Buffalo public school system. Although school choice is part of the city's culture and the city has had an important history of magnet school options, the kind of choice presented by charter schools is a recent option within the city's public school system. This choice has been embraced most enthusiastically by those families – African American families and families of low socio-economic status – who have not participated fully in the historically available options for school choice in Buffalo.

In Oracle Charter School, we are striving actively to create a school community which reflects the diversity of our city. Until our city's youth learn and grow together, Buffalo stands in danger of remaining a racially segregated and socio-economically stratified community.

FACULTY

Oracle Charter School employs 33 full and part time teaching faculty members. 61% of our faculty have been teaching for between two and six years. 16% of the faculty are in their first year of teaching. In addition to our teaching staff, Oracle employs seven full time school administrative and professional staff members, and seven paraprofessional staff members.

The teachers and administrators who are successful at Oracle individuals who have established a personal mission in regard teaching or education. These individuals see all of the students who enroll at Oracle Charter School as capable of day enrolling in college. Thus, they understand that they must succeed in the complex and daunting challenge of preparing Oracle students, many of whom are academically under-prepared and have negative previous relationships with school, for entrance to college.



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BOARD

Oracle Charter School is governed by a ten member board of trustees. Our trustees represent local business, arts, education and cultural organizations; one trustee is a parent, and one trustee is a faculty member.

SCHOOL ENROLLMENT BY GRADE LEVEL AND SCHOOL YEAR

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04														
2004-05														
2005-06								57	57	61				175
2006-07								55	32	56	86			229
2007-08								42	49	78	54	36		259

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 2004 state Accountability Cohort is comprised of students who entered the 9th grade in the 2004-05 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2007-08 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 2007-08 Accountability Cohort, according to two points in time: BEDS Day in October, 2007 and June 30, 2008.

Fourth-Year High School Accountability Cohorts

Year	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on BEDS Day in October 2007	Number Removed During the School Year	Number in Accountability Cohort
2006-07	2003-04	2003	0	0	0
2007-08	2004-05	2004	0	0	0

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, transferred by court order, or left the U.S.

2007-08 High School Graduation Cohorts

Year in Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on June 30, 2008 (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
Fifth	2003-04	2003	0	0	0
Fourth	2004-05	2004	0	0	0
Third	2005-06	2005	46	2	48
Second	2006-07	2006	44	0	44
First	2007-08	2007	72	0	72

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: Middle School Performance Goals

Goal 1: English Language Arts

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

Background

During the 2007-2008 school year, Oracle Charter School offered year-long, one credit, English Language Arts courses in grades 7 through 11 at both the honors and regular levels. In addition, students in grades 7-10 identified by New York State exams as non-proficient were assigned ELA lab time.

In her first year at Oracle, Kimberly Tomaszewski was our 7th grade ELA teacher and plans on teaching the same subject with us for the 2008-2009 school year. Aaron Costantini finished his second year with Oracle as the 8th grade ELA instructor/Department Chair. Next year, Mr. Costantini will be pioneering our AP English Language and Composition course as well as teaching ELA 11.

Annie Hitt-Behr and Phil Merrilees, both new this year to Oracle, shared the 9th grade English courses. Ms. Hitt also taught 10th ELA, while Mr. Merrilees was our 11th grade instructor. Ms. Hitt-Behr will return next year as our 10th and 12th grade teacher. Unfortunately, Mr. Merrilees will be moving out of state.

This year English Language Arts in the 7th and 8th grade studied a variety of literary genres in order to develop comprehension, critical thinking, grammar, and vocabulary skills. The major novel units in 7th grade this year were: *A Christmas Carol* by Charles Dickens, *The Cay* by Theodore Taylor, and *Lyddie* by Katherine Paterson. The 8th grade read *The Giver* by Lois Lowry, *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe* and *Prince Caspian* by C.S. Lewis and *To Kill a Mockingbird* by Harper Lee. Other literary units included Junior Great Books Short Stories, poetry, plays (Shakespeare in 8th) and non-fiction. Writing in the 7th and 8th grade focused on the expository essay, personal essay, research reports, and creative writing. Most if not all units incorporated a shared inquiry approach to analyzing the text and to reader response.

9th and 10th grade English, as comprehensive secondary programs, further developed students' skills in literary analysis and composition through novel studies, short stories, essays, the drama lyric and narrative poetry. In writing, emphasis was placed on the construction of concise and informative and/or entertaining paragraphs, themes, letters, and reports. Oral communication/public speaking was also an integral part of the tenth grade curriculum this year. Specific titles studied in 9th and 10th grade this year included: *Imani All Mine* by Connie Porter, *The Merchant of Venice* and *Hamlet*, *Speak* by Laurie Halse Anderson, and *The Kite Runner* by Khaled Hosseini. Again, most if not all units incorporated a shared inquiry approach to analyzing the text and to reader response.

Our senior-most ELA course offered a thematic approach to critical reading, writing, and thinking as preparation for the Comprehensive English assessment. 11th grade English was structured around the concept of the American Dream and had students asking, "Who is an American?" while reading *The Things They Carried* by Tim O'Brien, *No No Boy* by John Okada, *Brothers and Keepers* by John Edgar Wideman, *Me Talk Pretty Some Day* by David Sedaris, and *The Piano* and *Fences* by August Wilson. In addition, students read a poem a day and applied a shared inquiry approach to most if not all of their studies.

The Shared Inquiry approach was a major professional development initiative for our English department as well as the rest of the school this year. A Junior Great Books Foundation consultant spent a total of 25 days on our campus this school year. He trained all teachers during a 2-day seminar and then spent one-on-one time in the

classroom with all English and Social Studies teachers, as well as many of the L.O.T.E, Science and Mathematics classes. Junior Great Books provided the framework for not only writing, but literacy across the curriculum.

Our English Department also participated in “Lessons That Change Writers” with Nancy Atwell. This seminar provided practical approaches to help students become more engaged, productive, and purposeful writers, and encourage publication and recognition beyond the classroom.

With literature as the primary focus of the English curriculum, assessment of students’ understanding often comes in the form spoken or written response in addition to objective, teacher-made tests or quizzes. As a baseline assessment of students, teachers reviewed last year’s state assessment scores. In addition, teachers conducted an item analysis with the head of school and curriculum coordinator, aligning their personal tests with state assessments as a focus for driving instruction.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 7th and 8th grades in January 2008. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2007-08 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
7	33	0	0	5	38
8	51	1	0	1	53
All	84	1	0	6	91

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Results

In the following table, we outline Oracle Charter School’s results in relation to New York State’s ELA middle school testing program. 30% of 8th grade students in at least their second year of enrollment at Oracle Charter School and 29.4% of all 8th grade Oracle students performed at Levels 3& 4. 39.4% of all 7th grade students at Oracle Charter School performed at Levels 3& 4. In the following table, we do not present the performance of 7th grade students in at least their second year at Oracle Charter School, as this group comprises an extremely small sample.

**Charter School Performance on 2007-08 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
7	All Students	6.1%	54.5%	39.4%	0.0%	39.4%	33
	Students in At Least 2 nd Year	na	na	na	na	na	na
8	All Students	3.9%	66.7%	27.5%	2.0%	29.4%	51
	Students in At Least 2 nd Year	2.5%	67.5%	30.0%	0.0%	30.0%	40
All	All Students	5%	62%	32%	1%	33%	84
	Students in At Least 2 nd Year	2%	67%	31%	0%	31%	45

Evaluation

Oracle Charter School did not meet this measure, falling significantly below our absolute accountability goal of 75% of student performing at Levels 3 & 4.

Oracle Charter School’s deficiency in meeting our absolute accountability goal in ELA does not lie solely within the school program itself, but in its execution. In addition to the aforementioned 77% of the 2007-2008 instructional staff having less than six years of teaching experience, 66% were new to the school last year (71% of core teachers). Oracle Charter School planned and provided strategies specific to reaching our ELA accountability goal, but overlooked the time and resources necessary to orient new teachers to the building and the profession itself. The cost of turnover this year was extremely detrimental to the program.

Professional development supporting the school program, though quite successful, was limited by the novelty of Oracle Charter School and its staff. Curriculum mapping was a comprehensive and beneficial exercise that enabled all teachers including ELA to see the big picture in their planning and ensure alignment with New York State standards. However, further training on how to use curriculum maps on a short term basis, and modify them based on data, is necessary. Shared inquiry is an initiative that was specifically geared towards improving achievement in ELA this year. In the beginning, teachers had difficulty with the management required for a student-centered classroom. However, it was used in every English class and was reported by all English teachers in the end to have improved student response and discussion in class. Next year, with teachers already familiar with the Shared Inquiry procedures, discussion-based learning will be more easily practiced from the onset of the school year. NYLearns, a support for curriculum alignment and technology integration, Writing Across the Curriculum, another English-specific support, and CRISS strategies, were successful to the degree that they were incorporated into staff training time. For that reason, all of the professional development initiatives put forth in 2007-2008, will continue to be developed, with a majority of the same staff members, in 2008-2009.

Oracle Charter School has not yet established a strong trend in relation to the middle school testing program.

Additional Evidence

Oracle Charter School has not yet established a strong trend in relation to the middle school ELA testing program.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8					32.7%	49	30.0%	40	32.7%	49

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) on the State English language arts 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 must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2007-08 is 133. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

In the table below, we present the calculation of Oracle Charter School’s aggregate Performance Index for all tested 7th and 8th grade students. Our middle school aggregate PI for 2007-08 is 128.

Calculation of 2007-08 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
7-8	5%	62%	32%	1%	84

$$\begin{aligned}
 \text{PI} &= 62 + 32 + 1 = 95 \\
 &+ 32 + 1 = 33 \\
 \text{PI} &= 128
 \end{aligned}$$

Evaluation

Oracle Charter School’s aggregate Performance Index for middle school English did not meet the New York state AMO of 133 for the 2007-08 school year.

Additional Evidence

Oracle Charter School’s middle school performance on the state’s ELA testing program has not produced results meeting the AMO in any of the school’s three years of operation. We have, however, reduced the percentage of students scoring at the lowest performance levels over these three years of operation.

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

Year	Grades ³	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	7-8						122	
2006-07	7-8	120	12%	63%	20%	1%	120	122
2007-08	7-8	84	5%	62%	32%	1%	128	133

Goal 1: Comparative Measure 5

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

The table below presents the performance of Oracle Charter School students enrolled in at least their second year compared to all students tested in the Buffalo public school district for the 8th grade ELA examination. **30%** of Oracle students enrolled in at least their second year performed at Levels 3 & 4 on the 8th grade ELA exam compared with **27.9%** of Buffalo students.

³ Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

**2007-08 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	30.0%	40	27.9%	2782

Evaluation

In relation to this measure, Oracle Charter School has met this goal, outperforming the local district by a small measure.

Additional Evidence

Oracle Charter School did not outperform the local district in relation to this measure in the 2006-07 school year. In the 2007-08 school year, we began to outperform the local district by a small measure.

**English Language Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8					na	21.0%	32.7%	33.4%	30.0%	27.9%

Goal 1: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

Results

2005-06 ELA Comparative Performance by Grade Level

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
7		59	39.0	52.0	-13.0	-0.71
8		59	23.7	44.5	-20.8	-1.15
All	41.7	118	31.4	48.3	-16.9	-0.93

School's Overall Comparative Performance:
<i>Lower Than Expected to a Large Degree</i>

Oracle Charter School's calculated Effect Size for ELA performance in the 2005-06 academic year, was **-0.71** in 7th grade and **-1.15** in 8th grade, well below the statistically meaningful Effect Size calculated by the Charter Schools Institute as indicative of positive impact on student learning and achievement.

Evaluation

Based on previously reported data, Oracle Charter School is not yet meeting this accountability measure. Given the performance demonstrated in the middle school ELA testing program, we anticipate that the most current effect size will remain lower than expected.

Additional Evidence

No additional evidence is available at this time, as Oracle Charter School has only three years of operational data and .

Goal 1: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The table below presents Oracle Charter School’s cohort growth goal for ELA performance gains. The performance of the cohort of students taking the 8th grade ELA examination in the previous academic year was 11.5% scoring at Levels 3 & 4. Based on previous cohort performance, Oracle’s 8th grade growth performance goal was 43.3%. 30.0% of Oracle’s 8th grade students scored at Levels 3 & 4, missing our growth goal by 13%.

Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
8	40	11.5%	43.3%	30.0%	NO

Evaluation

In relation to this growth measure, Oracle Charter School’s 8th grade students did not meet this accountability plan goal. However, in relation to this performance measure, Oracle Charter School made significant progress in the performance of our 8th grade group of students, increasing the cohort performance from 11.5% passing in 2006-07 to 30% passing in 2007-08.

Additional Evidence

Comparison of cohort growth between the 7th and 8th grades reported in Oracle Charter School’s 2006-07 annual report with cohort growth from the 2007-08 school year is reported below. As is evident from the table, Oracle Charter School recorded a negative cohort performance gain from year 1 to year 2 in 2006-07. By contract, Oracle Charter School is able to record a significant positive performance gain in 2007-08.

Comparison of Cohort Growth in Middle School ELA by Cohort and Year

Grade	Cohort Size	Percent at Levels 3 and 4			Percent Change
		Year 1	Target	Year 2	
06-07	49	36.7%	56%	32.7%	-4.0%
07-08	40	11.5%	43.3%	30.0%	18.5%

ENGLISH LANGUAGE ARTS: High School Performance Goals

Goal 1: Absolute Measure 2

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.

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 interim results in relation to this measure. The 2005 accountability cohort comprises the school's leading cohort. In 2007-08, the majority of these students were enrolled in the 11th grade and sat for the English Comprehensive Regents examination. It is important to note that the 2005 cohort includes a total of seven students, or 14.5% of the total cohort group, who have not yet attempted the examination due to grade-level placement in English. These students will attempt the English Comprehensive Regents examination for the first time in January 2009. Oracle Charter School's interim passing rate in secondary English for the 2005 cohort is **77.1%**

Interim English Regents Passing Rate by Accountability Cohort and Year

Cohort	2003-04		2004-05		2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2003										
2004										
2005									48	77.1%

Evaluation

Oracle's full 2005 accountability cohort group has not yet attempted the English Comprehensive Regents examination. Despite that fact, Oracle Charter School has met the goal of 75% of the students within the accountability cohort meeting or exceeding New York state performance expectations for secondary English. The percent passing reported above is an interim report of cohort performance. Students within the cohort who have not yet attempted or passed the examination will be eligible for the examination in January and June of 2009. We will update the 2005 cohort performance and provide interim evidence in support of the 2006 cohort's performance in relation to this measure in Oracle's 2008-09 annual report.

Goal 1: Absolute Measure 3

Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort 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 2007-08 is 165. 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

Oracle Charter School does not include a 2004 high school accountability cohort. Therefore, we have no results to report in relation to this measure.

**English Language Arts Performance Index (PI)
of 2004 High School Accountability Cohort**

Cohort Size	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	na	na	na	na

$$\begin{array}{cccccccccccc}
 \text{PI} & = & \text{na} & + & \text{na} & + & \text{na} & = & \text{na} \\
 & & & & \text{na} & + & \text{na} & = & \text{na} \\
 & & & & & & \text{PI} & = & \text{na}
 \end{array}$$

Evaluation

Based on Oracle Charter School’s interim progress toward this measure with our 2005 accountability cohort and our overall performance of all tested students (reported below), we appear to be on track to meet this measure in 2009 at the completion of the cohort’s fourth year of high school education.

Goal 1: Comparative Measure
 Each year, the percent to students in the high school Accountability Cohort passing the Regents English 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 students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

Oracle Charter School’s interim cohort passing rate for the English Comprehensive Regents examination is presented in the table below. Based on interim progress, the 2005 cohort at Oracle Charter School is already outperforming the local school district with 77.1% of our students meeting or exceeding state performance standards for secondary English compared with 49% of Buffalo district students.

**Interim Cohort English Regents Passing Rate
by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	77.1%	48	49%	2896

Evaluation

Interim progress toward this goal suggests that Oracle Charter School is on track to exceed the local district’s performance in secondary English.

Additional Evidence

Oracle Charter School’s interim cohort passing rate for the English Comprehensive Regents examination is presented in the table below and against the performance of students at our chosen comparison school. 77.1% of Oracle students in the 2005 cohort have achieved a passing score on the secondary English Regents exam. Oracle’s 2005 cohort will continue to make progress in relation to this measure in the 2008-09 school year. Based on interim progress, the 2005 cohort at Oracle Charter School is on track to meet or exceed the performance of students enrolled at BAVPA in relation to this examination.

**Interim Cohort English Regents Passing Rate
by Charter School and Comparison District School**

Cohort	Charter School		BAVPA	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	77.1%	48	83%	120

Below is a table of Oracle Charter School’s total performance on the Comprehensive English Regents examination for all test takers in the 2008 testing year compared with the last reported performance for all students in the Buffalo school district and Buffalo Academy of Visual and Performing Arts, Oracle’s chosen comparison school. 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 year in relation to Regents examination

**Comparative 2008 Comprehensive English Regents Passing Rate
by Charter School and Local District**

Exam Year	Charter School		School District		Comparison School	
	Percent Passing	# Tested	Percent Passing	# Tested	Percent Passing	# Tested
2008	95%	40	70%	2378	84%	117

Summary of the English Language Arts Goal

In relation to the measures associated with the school’s Accountability goal in English, there is a marked difference between Oracle Charter School’s achievement of measures at the middle and high school levels. At the middle school level, Oracle Charter School achieved our comparative measure, outperforming the local school district. Despite the fact that this is a “low bar,” Oracle Charter School receives our middle school students from the Buffalo public school district at the mid-point of students’ middle school passage toward high school and has a relatively short time in which to impact students’ scores. Therefore, the fact that we are able to transition students into our program who are performing significantly below grade level and outperform the local school district on the 8th grade ELA examination is not an insignificant measure.

At the high school level, however, based on interim cohort performance on the English Comprehensive Regents examination, Oracle Charter School has achieved or is on track to achieve all absolute and comparative measure in relation to this goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State exam and 75 percent at or above Level 3 on the current year’s State exam.	Did Not Achieve
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, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	On Track to Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English 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 English department will participate in whole-school initiatives for overall academic improvement in addition to incorporating their own specific plan of action in the 2008-2009 academic year.

All core subject departments at Oracle Charter School will continue to create and/or revise their curriculum maps to align with New York State standards as well as to make them more useful in day-to-day planning. Though time will initially be designated for units based on indications of need from 2007-2008 assessments, enough flexibility in time will be reflected in these maps to allow for the teaching and re-teaching of essential skills as necessary.

As an extension of their work with curriculum mapping, teachers will also continue to use NYLearns to populate updated maps with technological resources, link them with their NYLearns WebPages (optional), and connect maps and resources with plans to create an electronic portfolio.

In the classroom, teachers will continue to practice Shared Inquiry as the primary method of discussion-based learning. Inquiry reading is a student-centered approach to text comprehension. It is a process rather than a technique that can involve some or all of the following standard steps: pre-reading, reading for orientation, reading for questions, prioritizing questions, searching for evidence and finalizing answers. Though all steps are practical for humanities courses to employ, sequentially, on a regular basis, Math, Science and Technology courses reinforce the skills in a more isolated manner, but still developing the intended critical thinking skills, reading comprehension, and written communication.

In conjunction with utilizing Shared Inquiry in all disciplines, Writing Across the Curriculum is another initiative carried over from last year that is being used to address ELA deficiencies related to written communication. This year teachers in every discipline will use a standard writing rubric in their classrooms and will be required to incorporate writing into their assessments on a regular basis.

CRISS strategies will also continue to be given to teachers to differentiate instruction and improve overall comprehension in every subject area.

The only major academic initiative new to Oracle this year is the introduction of eDoctrina, and with it a more narrow focus on data-driven instruction, unit planning, and goal-setting. eDoctrina is a web-based assessment tool that compels teachers to identify each item on an assessment by the standard-based skill it is evaluating. Once test items are labeled and uploaded into the eDoctrina program, it creates personalized answer sheets. The answer sheets when scanned back through eDoctrina provide a comprehensive item analysis viewable through a multitude of filters and in varied configurations. Teachers in every subject area will be mandated this year to scan a minimum of one assessment per unit (with an assumed 2 units per marking period) into eDoctrina.

In order to facilitate the data-driven instruction embedded in the eDoctrina program, Oracle Charter School is revising its bell schedule to include an “earned early release” time. In essence, students who are excelling in their studies will earn a release time that is approximately 35 minutes before the end of a regular school day. This enables teachers to focus their undivided attention on students requiring more remedial, individualized help and to re-teach essential skills immediately after they are first assessed.

With a 77% pass rate for the 2005 cohort, maintaining our success is key for the high school English program. The biggest challenge faced by high school English in relation to the exam is reading comprehension. For the 2008-2009 school year, Aaron Costantini, English Department Chair, will be the 11th grade teacher. This is Mr.

Costantini's third year at Oracle. He is familiar with the students and has helped write the program for high school.

Addressing the issue of reading comprehension, 11th grade students will study at least two novels in addition to short stories and poetry prior to the January ELA assessment. A shared inquiry approach will be used again this year to elicit and expand upon students' oral and written responses. Last year's Regents will be given in the first two weeks of school as a pre-assessment. eDoctrina data of this assessment will identify more specific deficit areas to be addressed within literary units.

Oracle Charter School's students' performance on the 2007-2008 Grade 8 ELA assessment demands its own action plan. It is a plan that every teacher at Oracle will be made aware of and take part in. However, Kimberly Tomaszewski, as our middle school English teacher, will be spearheading the initiative. This is Ms. Tomaszewski's second year at Oracle. She taught the 2009-2010 cohort last year. Ms. Tomaszewski is familiar with the students and the program at Oracle Charter School.

29.4% of Oracle's 8th grade students tested proficient on this year's state assessment. Almost equally notably, 66.7% scored at a level 2 on the exam with 15% of those kids within 1 answer of earning a level 3. These are students that with individualized analysis of need using eDoctrina and outcome-focused instruction on behalf of Ms. Tomaszewski, could easily reach proficient status. The proactive approach this year will do just that.

All middle school students have extended instructional time in English via an English lab that meets twice per rotation. Lab time will be focused on assessment with practice exams, test-taking skills, and teaching and re-teaching identified deficits as per observations in English class and eDoctrina analysis.

The focus of English class proper, as determined jointly by Ms. Tomaszewski, Mr. Costantini, and the Curriculum Coordinator at Oracle over the summer, will be to continue the use of Shared Inquiry to strengthen critical thinking skills, reading comprehension, and writing proficiency with special emphasis being placed on listening skills, interpretation, and the writing process.

To support the middle school ELA initiative, 7th and 8th grade teachers will have grade-level planning time weekly. During grade-level meetings, Ms. Tomaszewski has time to discuss her ELA focuses for the week so that teachers across the curriculum can support her efforts in their classrooms. In turn it is an opportunity for feedback to Ms. Tomaszewski about past initiatives. Grade-level planning time is also a time for more in-depth, cross-curricular unit planning. Oracle Charter School's new writing center staffed with peer tutors is another school-wide effort that will support the middle school English program.

MATHEMATICS: Middle School Performance Goals

Goal 2: Mathematics

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

Background

The 2007-2008 Math department was chaired by Ms. Stephanie Owen, a third year Oracle teacher. Ms. Owen taught Math 8, the Math 8 lab and one section of Math A. Next year, Ms. Owen will continue as Department Chair and will teach our pilot pre-calculus course as well as Algebra and Math B. Ms. Beverly Wedmore was the other middle school math teacher this past year, her first year, at Oracle. Ms. Wedmore taught Math 7 as well as the Math 7 lab and two more sections of the Math 8 lab. For the 2008-2009 school year, Ms. Wedmore will teach Math 8, its accompanying labs, and Algebra.

In the high school, Ms. Heidi Rammacher taught Algebra. Unfortunately, Ms. Rammacher moved to Virginia this summer and so will not return to Oracle for the upcoming school year. However, Ms. Jamene Kosowski, who was on maternity leave for the first half of last school year, returned in January to teach the high school math labs and co-teach Algebra and Math A. Ms. Kosowski will begin her 4th year next year at Oracle as the 7th Grade Math and Algebra teacher. Ms. Jennifer Merker is the final member of the math department. In 2007-2008, her first year with Oracle, Ms. Merker taught Algebra, Math A, Math B, and Algebra II/Trig. Next year, Ms. Merker will teach Algebra, Geometry, and College Math.

Despite planning for the addition of a new Algebra Regents this year, math remained a subject strictly regimented and tightly aligned with New York State Standards. The goal of the middle school math program was to introduce students to a variety of math topics while improving their computation and algebraic skills in preparation for high school. Students who struggled with the curriculum or tested below proficiency were placed in math labs with their math teacher for additional help.

High school mathematics, in addition to being very streamlined, also became quite customized last year. In order to ensure maximum success for our students in obtaining their Regents Math credit, six different math courses were created that served students in three grade levels: Algebra, Honors Algebra, Math A, Math A Honors, Algebra II & Trigonometry, and Math B, an Honors level course at the 11th grade level. In addition, high school students also received remedial help in one of the eight labs taught by Ms. Kosowski. Next year, Math will continue to offer varying courses based on need and will also add Accounting, College Math and Pre-Calculus.

Departmentally, all five math teachers worked collaboratively to create uniform practice sheets, homework assignments, and tests by course. Formal assessments were given an average of once per month in the math department. Daily quizzes took place at the middle school level along with weekly review tests based on the state exams. This did not preclude teachers from supplementing curriculum with hands-on math activities and projects. For example, this past Halloween, middle-school students reveled in being elbow-deep in pumpkin guts while estimating the number of seeds and the overall weight of the pumpkin and calculating mean, median, and mode in relation to these measures. High-school students practiced the day's lesson by playing "Who Has?" and by using individual whiteboards. Geometry students created elaborate tessellations and researched mathematicians throughout history.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 7th through 8th grade in March 2008. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2007-08 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
7	34	0	0	2	36
8	48	1	0	2	51
All	82	1	0	4	87

Results

In the following table, we outline Oracle Charter School’s results in relation to New York State’s middle school math testing program. **65.8%** of 8th grade students in at least their second year of enrollment at Oracle Charter School and 66.7% of all 8th grade Oracle students performed at Levels 3& 4. 50.0% of all 7th grade students at Oracle Charter School performed at Levels 3& 4. In the following table, we do not present the performance of 7th grade students in at least their second year at Oracle Charter School, as this group comprises an extremely small sample.

**Charter School Performance on 2007-08 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
7	All Students	5.9%	44.1%	50.0%	0.0%	50.0%	34
	Students in At Least 2 nd Year	N/A	N/A	N/A	N/A	N/A	N/A
8	All Students	2.1%	31.3%	62.5%	4.2%	66.7%	48
	Students in At Least 2 nd Year	2.6%	31.6%	60.5%	5.3%	65.8%	38
All	All Students	3.7%	36.6%	57.3%	2.4%	59.8%	82
	Students in At Least 2 nd Year	5.9%	44.1%	50.0%	0.0%	50.0%	34

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

Evaluation

Oracle Charter School did not meet this measure, falling below our absolute accountability goal of 75% of students performing at Levels 3 & 4 by approximately 10%.

Although we are still not meeting the absolute accountability plan measure of 75% proficiency, we have made significant improvements in relation to this measure. The cohort of students who attended Oracle Charter School in 7th grade in the 2006-07 school year had a passing rate of 20.4%.

Additional Evidence

Data from the 2007-08 middle school math testing program indicates that Oracle Charter School is making progress toward meeting this measure.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8					na	0	20.4%	49	65.8%	38

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) on the State 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 English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2007-08 is 102. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

In the table below, we present the calculation of Oracle Charter School’s aggregate Performance Index for all tested 7th and 8th grade students. Our middle school aggregate PI for 2007-08 is **155**.

Calculation of 2007-08 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
7-8	4%	37%	57%	2%	82

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 37 & + & 57 & + & 2 & = & 96 \\
 & & & + & 57 & + & 2 & = & 59 \\
 \text{PI} & = & & & & & & = & 155
 \end{array}$$

Evaluation

Oracle Charter School’s aggregate Performance Index for middle school math exceeded the New York state AMO of 102 for the 2007-08 school year.

Additional Evidence

Oracle Charter School’s middle school performance on the state’s middle school math testing program has met the AMO in the last two years of operation. In addition, we have decreased the percentage of students scoring at the lowest performance levels over three years of operation.

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06							86	
2006-07	7-8	121	26%	51%	19%	0%	89	86
2007-08	7-8	82	4%	37%	57%	2%	155	102

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

The table below presents the performance of Oracle Charter School students enrolled in at least their second year compared to all students tested in the Buffalo public school district for the 8th grade math examination. **65.8%** of Oracle students enrolled in at least their second year performed at Levels 3 & 4 on the 8th grade math exam compared with **33.8%** of Buffalo students.

**2007-08 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	65.8%	38	33.8%	2813

Evaluation

In relation to this measure, Oracle Charter School has met the goal, outperforming the local district by a large measure.

Additional Evidence

Oracle Charter School did not outperform the local district in relation to this measure in the 2006-07 school year. In the 2007-08 school year, we outperformed the local district by a large measure.

**Mathematics Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8					na	17.0%	20.4%	25.8%	65.8%	33.8%

Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the

state’s release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

Results

2006-07 Math Comparative Performance by Grade Level

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students At Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
7		55	30.9	51.5	-20.6	-0.95
8		56	19.6	48.6	-29.0	-1.36
All	41.7	111	25.2	50.1	-24.9	-1.15

School’s Overall Comparative Performance:
<i>Lower Than Expected to a Large Degree</i>

Oracle Charter School’s calculated Effect Size for math performance the 2005-06 academic year, was **-0.95** in 7th grade and **-1.36** in 8th grade, well below the statistically meaningful Effect Size calculated by the Charter Schools Institute as indicative of positive impact on student learning and achievement.

Evaluation

Based on previous reported data, Oracle Charter School is not yet meeting this accountability measure. However, given the gain in performance demonstrated in the middle school math testing program, we anticipate that the most current effect size will be significantly different from Oracle Charter School’s past reported effect size and no longer reported as lower than expected.

Goal 2: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3 on the current year’s state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The table below presents Oracle Charter School’s cohort growth goal for math performance gains. The performance of the cohort of students taking the 8th grade math examination in the previous academic year was 20.4% scoring at Levels 3 & 4. Based on previous cohort performance, Oracle’s 8th grade growth performance goal was 47.7%. 65.8% of Oracle’s 8th grade students scored at Levels 3 & 4, surpassing our growth goal by 18%.

Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
8	38	20.4%	47.7%	65.8%	YES

Evaluation

In relation to this growth measure, Oracle Charter School’s 8th grade students met the accountability plan goal.

Additional Evidence

Comparison of cohort growth between the 7th and 8th grades reported in Oracle Charter School’s 2006-07 annual report with cohort growth from the 2007-08 school year is reported below. As is evident from the table, Oracle Charter School recorded a negative cohort performance gain from year 1 to year 2 in 2006-07. By contract, Oracle Charter School is able to record a significant positive performance gain in 2007-08.

Comparison of Cohort Growth in Middle School Math by Cohort and Year

Grade	Cohort Size	Percent at Levels 3 and 4			Percent Change
		Year 1	Target	Year 2	
06-07	49	36.7%	55.7%	20.4%	-16.3%
07-08	38	20.4%	47.7%	65.8%	45.5%

MATHEMATICS: High School Performance Goals

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 Math A, Math B and Integrated Algebra 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 had until the summer of their fourth year to pass a mathematics exam.

Results

The table below presents Oracle Charter School’s interim results in relation to this measure. The 2005 accountability cohort comprises the school’s leading cohort. In 2007-08, the majority of these students were enrolled in the 11th grade. Members of the cohort sat for the full spectrum of Regents math examinations, taking Math A, Math B, and Integrated Algebra. Oracle Charter School’s interim passing rate in secondary mathematics for the 2005 cohort is **83.3%**

Interim Regents Mathematics Passing Rate by Cohort and Year

Cohort	2003-04		2004-05		2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2003										
2004										
2005									48	83.3%

Evaluation

Oracle’s full 2005 accountability cohort group have attempted one or more Regents math examinations. Members of the cohort have participated in Math A, Math B, and Integrated Algebra test administration. Nevertheless, the results presented above constitute an interim Regents Math passing rate, as members of the cohort will continue to be able to take Regents math examinations through their fourth year of high school instruction.

Based upon interim progress toward the goal, however, Oracle Charter School has exceeded the goal of 75% of the students within the accountability cohort meeting or exceeding New York state performance expectations for secondary mathematics.

Students within the cohort who have not yet attempted or passed the examination will be eligible for Regents math examinations in January and June of 2009. We will update the 2005 cohort performance and provide interim evidence in support of the 2006 cohort’s performance in relation to this measure in Oracle’s 2008-09 annual report.

Additional Evidence

Additional evidence in relation to cohort passing rates by Regents Mathematics examinations is not available at this time. As the NYS Regents complete the transition away from the Math A and B testing program and more firmly establish the Algebra, Geometry, and Algebra II testing program, this measure of cohort performance will become meaningful, as Oracle Charter School’s cohorts will have a clear path of progressing through the testing cycle.

Goal 2: Absolute Measure

Each year, the Performance Index (PI) on the Regents mathematics exams of students completing their fourth year in the Accountability Cohort 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 2007-08 is 159. 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

Oracle Charter School does not include a 2004 high school accountability cohort. Therefore, we have no results to report in relation to this measure.

**Mathematics Performance Index (PI)
of 2004 High School Accountability Cohort**

Cohort Size	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	na	na	na	na

PI = na + PI = na +

Evaluation

Based on Oracle Charter School’s interim progress toward this measure with our 2005 accountability cohort and our overall performance of all tested students (reported below), we appear to be on track to meet this measure in 2009 at the completion of the cohort’s fourth year of high school education.

Goal 2: Comparative Measure

Each year, the percent to 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 students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

Oracle Charter School’s interim cohort passing rate for the Regents graduation requirement in secondary mathematics is presented in the table below. Based on interim progress, the 2005 cohort at Oracle Charter School is already outperforming the local school district with 83.3% of our students meeting or exceeding state performance standards for secondary math compared with 45% of Buffalo district students.

**Mathematics Regents Passing Rate
by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	83.3%	48	45%	2896

Evaluation

Interim progress toward this goal indicates that Oracle Charter School is on track to exceed the local district’s performance in secondary mathematics.

Additional Evidence

Oracle Charter School’s interim cohort passing rate for the Mathematics Regents requirement is presented in the table below and against the performance of students at our chosen comparison school. 83.3% of Oracle students in the 2005 cohort have achieved a passing score on one or more Mathematics Regents exams. Oracle’s 2005 cohort will continue to make progress in relation to this measure in the 2008-09 school year. Based on interim progress, the 2005 cohort at Oracle Charter School has already outperformed the performance of students enrolled at BAVPA in relation to this Regents diploma requirement.

**Interim Cohort Mathematics Regents Passing Rate
by Charter School and Comparison District School**

Cohort	Charter School		BAVPA	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	83.3%	48	79%	120

Below is a table of Oracle Charter School’s total performance on the Math A Regents examination for all test takers in the 2008 testing year compared with the last reported performance for all students in the Buffalo school district and Buffalo Academy of Visual and Performing Arts, Oracle’s chosen comparison school. 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 year in relation to Regents examinations.

It is important to note in relation to the table below that by the end of the June test administration, Oracle Charter School students attempting the Math A Regents examination achieved a passing rate of 73.7% in both 2007 and 2008. The percent passing of 87.3% for exam year 2007 reported below was the passing rate achieved by Oracle Charter School students by the conclusion of the August 2007 Math A Regents test administration. As Oracle students are currently attending summer school preparatory classes for Regents examination, we believe that the passing rate for 2008 reported below of 73.7% will rise.

**Comparative 2008 Math A Regents Passing Rate
by Charter School and Local District**

Exam Year	Charter School		School District		Comparison School	
	Percent Passing	# Tested	Percent Passing	# Tested	Percent Passing	# Tested
2008	74%	57	50%	3230	78%	117
2007	87%	55	50%	3230	78%	117

Summary of the Mathematics Goal

In relation to the measures associated with the school’s Accountability goal in Mathematics, Oracle Charter School has achieved all by our absolute accountability goal of 75% passing performance at the middle school level. Oracle Charter School has achieved all other absolute, comparative, and growth goals at middle school and high school levels. The outcome reflected below in relation to the Effect Size in middle school mathematics performance indicates that the school did not achieve the measure. This outcome reflects the previous year’s data, however, and we anticipate that current data will alter this outcome.

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

	cohort.	
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	On Track to Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English 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 mathematics department will participate in whole-school initiatives for overall academic improvement in addition to incorporating their own specific plan of action in the 2008-2009 academic year.

All core subject departments at Oracle Charter School will continue to create and/or revise their curriculum maps to align with New York State standards as well as to make them more useful in day-to-day planning. Though time will initially be designated for units based on indications of need from 2007-2008 assessments, enough flexibility in time will be reflected in these maps to allow for the teaching and re-teaching of essential skills as necessary.

As an extension of their work with curriculum mapping, teachers will also continue to use NYLearns to populate updated maps with technological resources, link them with their NYLearns WebPages (optional), and connect maps and resources with plans to create an electronic portfolio.

In the classroom, teachers will continue to practice Shared Inquiry as the primary method of discussion-based learning. Inquiry reading is a student-centered approach to text comprehension. It is a process rather than a technique that can involve some or all of the following standard steps: pre-reading, reading for orientation, reading for questions, prioritizing questions, searching for evidence and finalizing answers. Though all steps are practical for humanities courses to employ, sequentially, on a regular basis, Math, Science and Technology courses reinforce the skills in a more isolated manner, but still developing the intended critical thinking skills, reading comprehension, and written communication.

In conjunction with utilizing Shared Inquiry in all disciplines, Writing Across the Curriculum is another initiative carried over from last year that is being used to address ELA deficiencies related to written communication. This year teachers in every discipline will use a standard writing rubric in their classrooms and will be required to incorporate writing into their assessments on a regular basis.

CRISS strategies will also continue to be given to teachers to differentiate instruction and improve overall comprehension in every subject area.

The only major academic initiative new to Oracle this year is the introduction of eDoctrina, and with it a more narrow focus on data-driven instruction, unit planning, and goal-setting. eDoctrina is a web-based assessment tool that compels teachers to identify each item on an assessment by the standard-based skill it is evaluating. Once test items are labeled and uploaded into the eDoctrina program, it creates personalized answer sheets. The answer sheets when scanned back through eDoctrina provide a comprehensive item analysis viewable through a multitude of filters and in varied configurations. Teachers in every subject area will be mandated this year to scan a minimum of one assessment per unit (with an assumed 2 units per marking period) into eDoctrina.

In order to facilitate the data-driven instruction embedded in the eDoctrina program, Oracle Charter School is revising its bell schedule to include an “earned early release” time. In essence, students who are excelling in their studies will earn a release time that is approximately 35 minutes before the end of a regular school day. This enables teachers to focus their undivided attention on students requiring more remedial, individualized help and to re-teach essential skills immediately after they are first assessed.

To maintain their Regents pass rates, the high school math department has restructured their curriculum to better meet the needs of students taking the new Integrated Algebra. In the 2008-09 school year, regular level Integrated Algebra will be a three-semester course; the honors level will comprise two semesters and remain a year-long course. In addition, students who failed to attain their Regents credit in 2007-2008 will be placed in a math lab for remedial help.

In addition to modifying student seat time for Integrated Algebra, the math department, middle school included, has met regularly over the summer to continue their practice of department collaboration on assessments and teaching materials, materials that are already strictly aligned to New York state standards and ready for eDoctrina.

In keeping with the success of last year’s middle school math program, all middle school students will be assigned a math lab twice per rotation.

SCIENCE: Middle School Performance Goals

Goal 3: Science

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

Background

In 2007-2008 the Science department at Oracle Charter School offered Life Science in 7th and 8th grades, Living Environment in 9th grade, Chemistry in 10th grade and Earth Science in 11th. All courses were year-long, one-credit courses and were offered at both the regular and honors levels. Next year we will be keeping the above-mentioned classes and adding an AP Environmental Science as well as Senior Science electives in Anatomy/Physiology and Forensic Science.

This past year, Oracle's middle school Science was taught in part by Mr. Robert Boccaccio. Mr. Boccaccio joined us in December, after the teacher who began the year, Ms. Catherine Sedota, left abruptly. Mr. Boccaccio will continue in the same position next year and will also teach Anatomy/Physiology.

9th grade Living Environment also saw a staffing change this year. Jennifer Conklin, previous Department Chair and teacher, left in December to pursue another teaching opportunity. Living Environment is now taught by Mr. John Miller who will be teaching the course with us again next year. 10th grade Chemistry was taught this year by Ms. Tanika Shedrick. As Ms. Shedrick has worked at Oracle for the past three years, she was our choice to also take on Department Chair duties for the latter half of the year. Next year, Ms. Shedrick will continue teaching Chemistry. Mr. John Elliott was the Earth Science teacher in 2007-2008. Mr. Elliott will continue to teach Earth Science next year. In addition, Mr. Elliott just completed AP training at the College Board Advanced Placement Taft Institute this summer and will be teaching our first AP Environmental Science course in the fall.

Science 7 and 8 are survey courses covering a wide range of science topics and skills. Middle school students were taught the basics of scientific understanding: observing, questioning, hypothesizing, analyzing and evaluating, as well as the skills necessary to succeed in Science: how to operate a range of scientific instruments including microscopes, balances and glassware. Because it does not have a separate lab, almost half of the allotted class time in middle school science was spent completing hands-on activities/experiments. Students in 7th and 8th grades dissected owl pellets, created mythical creatures using hypothetical DNA profiles, and solved a mock crime using forensic clues. Results from these experiments provided one form of assessment, but in addition, unit tests and/or quizzes were given weekly or biweekly throughout the year along with periodic reviews containing questions directly pulled from past state tests.

Because every high school Science class has its own Regents examination, curriculum mapping and planning in this department were very closely aligned with state standards. All three high school science classes also had an additional lab, so students could fulfill their mandatory Regents laboratory time. During class time in Living Environment, Chemistry, and Earth Science, students participated in PowerPoint driven lectures, collaborative learning, and hands-on projects. Students maintained a science binder that showcased their work from August through June. The portfolio, an assessment in itself, incorporated tests, quizzes, labs, and other projects and/or experiments.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2008. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

In the following table, we outline Oracle Charter School’s results in relation to New York State’s middle school science testing program. **52.6%** of 8th grade students in at least their second year of enrollment at Oracle Charter School and 57.4% of all 8th grade Oracle students performed at Levels 3 & 4.

**Charter School Performance on 2007-08 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
8	All Students	19.1%	27.7%	44.7%	12.8%	57.4%	47
	Students in At Least 2 nd Year	15.8%	31.6%	39.5%	13.2%	52.6%	38

Evaluation

Oracle Charter School did not meet this measure, falling below our absolute accountability goal of 75% of students performing at Levels 3 & 4 by 22.4%.

Although we are still not meeting the absolute accountability plan measure of 75% proficiency, we have continued to improve our performance in relation to this measure.

Additionally, this year proved to be exceptionally difficult to gain momentum in middle school Science as our original teacher, Catherine Sedota, left without any formal or informal notice in October. Her replacement, Robert Boccaccio, was not found until December and did not start his position until the new year. In a very short amount of time, under trying circumstances, Mr. Boccaccio was able to gain rapport with the students, prep them for the exam and administer the performance and written portions of the test with no previous experience. We are very much looking forward to seeing what Mr. Boccaccio in a normal school year. Next year he will again be our middle school Science teacher.

Additional Evidence

Data from the 2007-08 middle school science testing program indicates that Oracle Charter School is making progress toward meeting this measure.

Science Performance

by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8					na	na	49.0%	49	52.6%	38

Goal 3: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

The table below presents the performance of Oracle Charter School students enrolled in at least their second year compared to all students tested in the Buffalo public school district for the 8th grade science examination. **52.6%** of Oracle students enrolled in at least their second year performed at Levels 3 & 4 on the 8th grade science exam compared with **36.0%** of Buffalo students.

**2007-08 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	52.6%	38	36.0%	3518

Evaluation

In relation to this measure, Oracle Charter School has met the goal, outperforming the local district by a large measure.

Additional Evidence

Based on the last reported data available from the 2005-06 New York state report cards, Oracle Charter School has outperformed the local district in relation to this measure in both 2006-07 and 2007-08. In 2007-08, we outperformed the local district by a large measure.

**Science Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8					N/A	36.0%	49.0%	36.0%	52.6%	36.0%

SCIENCE: High School Performance Goals

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 had until the summer of their fourth year to pass a science exam.

Results

The table below presents Oracle Charter School's interim results in relation to this measure. The 2005 accountability cohort comprises the school's leading cohort. In 2007-08, the majority of these students were enrolled in the 11th grade. Members of the cohort have had the opportunity to take the Living Environment, Chemistry, and Earth Science examinations. Not all members of the cohort were assigned to the same Regents science class. Oracle Charter School's interim passing rate in secondary science for the 2005 cohort is **64.6%**

Interim Science Regents Passing Rate by Cohort and Year

Cohort	2003-04		2004-05		2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2003										
2004										
2005									48	64.6%

Evaluation

Oracle's full 2005 accountability cohort group have attempted one or more Regents science examinations. Members of the cohort have participated in Living Environment, Chemistry, and Earth Science test administrations. Nevertheless, the results presented above constitute an interim Regents science passing rate, as members of the cohort will continue to be able to take Regents science examinations through their fourth year of high school instruction.

Based upon interim progress toward the goal, however, Oracle Charter School appears to be on track to meet the goal of 75% of the students within the accountability cohort meeting or exceeding New York state performance expectations for secondary science.

Students within the cohort who have not yet attempted or passed the examination will be eligible for Regents math examinations in January and June of 2009. We will update the 2005 cohort performance and provide

interim evidence in support of the 2006 cohort’s performance in relation to this measure in Oracle’s 2008-09 annual report.

Additional Evidence

Oracle Charter School’s interim cohort passing rate for the Science Regents graduation requirement is presented in the table below and against the performance of students at our chosen comparison school. 64.6% of Oracle students in the 2005 cohort have achieved a passing score on one or more Science Regents exams. Oracle’s 2005 cohort will continue to make progress in relation to this measure in the 2008-09 school year. Based on interim progress, the 2005 cohort at Oracle Charter School is on track to meet or exceed the performance of students enrolled at BAVPA in relation to this Regents diploma requirement.

**Interim Cohort Science Regents Passing Rate
by Charter School, District and Comparison District School**

Cohort	Charter School		BAVPA	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	64.6%	48	77%	120

Below is a table of Oracle Charter School’s total interim 2005 cohort performance on the Science Regents examination graduation requirement compared with the last reported cohort performance for students in the Buffalo school district and Buffalo Academy of Visual and Performing Arts, Oracle’s chosen comparison school. Based on these comparisons, Oracle Charter School appears to be on track to exceed the local district’s cohort performance and meet or exceed our chosen comparison school’s cohort performance in relation to this Regents graduation requirement.

**Interim Cohort Science Regents Passing Rate
by Charter School, Local District and Comparison District School**

Cohort	Charter School		Buffalo		BAVPA	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	64.60%	48	52%	2896	77%	120

Summary

In relation to the measures associated with the school’s Accountability goal in science, Oracle Charter School has not achieved our absolute accountability goal of 75% passing performance at the middle school level. We have not yet achieved our absolute accountability goal of 75% passing performance at the high school level; however, we appear to be on track to meet this absolute measure by the completion of our 2005 cohort’s fourth year of high school instruction. We have met both of our comparative measure in relation to this goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Absolute	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.	On Track to Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents science 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 science department will participate in whole-school initiatives for overall academic improvement in addition to incorporating their own specific plan of action in the 2008-2009 academic year.

All core subject departments at Oracle Charter School will continue to create and/or revise their curriculum maps to align with New York State standards as well as to make them more useful in day-to-day planning. Though time will initially be designated for units based on indications of need from 2007-2008 assessments, enough flexibility in time will be reflected in these maps to allow for the teaching and re-teaching of essential skills as necessary.

As an extension of their work with curriculum mapping, teachers will also continue to use NYLearns to populate updated maps with technological resources, link them with their NYLearns WebPages (optional), and connect maps and resources with plans to create an electronic portfolio.

In the classroom, teachers will continue to practice Shared Inquiry as the primary method of discussion-based learning. Inquiry reading is a student-centered approach to text comprehension. It is a process rather than a technique that can involve some or all of the following standard steps: pre-reading, reading for orientation, reading for questions, prioritizing questions, searching for evidence and finalizing answers. Though all steps are practical for humanities courses to employ, sequentially, on a regular basis, Math, Science and Technology courses reinforce the skills in a more isolated manner, but still developing the intended critical thinking skills, reading comprehension, and written communication.

In conjunction with utilizing Shared Inquiry in all disciplines, Writing Across the Curriculum is another initiative carried over from last year that is being used to address ELA deficiencies related to written communication. This year teachers in every discipline will use a standard writing rubric in their classrooms and will be required to incorporate writing into their assessments on a regular basis.

CRISS strategies will also continue to be given to teachers to differentiate instruction and improve overall comprehension in every subject area.

The only major academic initiative new to Oracle this year is the introduction of eDoctrina, and with it a more narrow focus on data-driven instruction, unit planning, and goal-setting. eDoctrina is a web-based assessment

tool that compels teachers to identify each item on an assessment by the standard-based skill it is evaluating. Once test items are labeled and uploaded into the eDoctrina program, it creates personalized answer sheets. The answer sheets when scanned back through eDoctrina provide a comprehensive item analysis viewable through a multitude of filters and in varied configurations. Teachers in every subject area will be mandated this year to scan a minimum of one assessment per unit (with an assumed 2 units per marking period) into eDoctrina.

In order to facilitate the data-driven instruction embedded in the eDoctrina program, Oracle Charter School is revising its bell schedule to include an “earned early release” time. In essence, students who are excelling in their studies will earn a release time that is approximately 35 minutes before the end of a regular school day. This enables teachers to focus their undivided attention on students requiring more remedial, individualized help and to re-teach essential skills immediately after they are first assessed.

Because of the teacher turnover in our middle school science program, Mr. Robert Boccaccio will continue revising the life science curriculum map this year to be more reflective of our program. Although the middle school science program does not have a separate lab, Mr. Boccaccio will allot 2-3 labs per unit to provide hands-on activities and simulations to reinforce his instruction and to familiarize students with scientific instruments.

The high school science department has also undergone some restructuring for the 2008-2009 school year. Instead of students following the rigid progression of Biology (Living Environment) in 9th grade, Chemistry in 10th grade, and Earth Science in 11th grade, we are taking a more individualized approach to student placement in science. In short, students who did not excel in Living Environment will not be permitted to take Chemistry, as it has proved to be the most difficult Regents examination of the Regents sciences offered within Oracle Charter School’s curriculum. Instead, students who have earned their Regents credit but struggle in science will be encouraged to take Earth Science or a science elective. Students who have not earned a Regents credit in 9th grade will retake Living Environment. For students who are scientifically inclined, in the coming school year, Oracle Charter School will offer its first science AP course in Environmental Science.

Both the high school and middle school science teachers will co-plan with mathematics to ensure reinforcement of cross-curricular topics like measurement.

SOCIAL STUDIES: Middle School Performance Goals

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 2007-2008 school year, Oracle Charter School offered year-long, one credit Social Studies courses in grades 7 through 11 at both the honors and regular levels. In addition, students in grades 8 and 9 struggling in social studies were provided with extra lab time.

In his second year with Oracle, James Cammarata was our 7th and 9th grade Global Studies teacher, Department Chair, and Faculty Trustee. Mr. Cammarata will continue teaching 9th grade Global Studies next year as well as resuming his role as Department Chair and Teacher Representative. Brian Frank began his third year at Oracle as the Social Studies 8 teacher. However, in January of 2008, he decided to return to a career in law. Lauren Baier replaced Mr. Frank in January and will continue with Oracle next year as our middle school Social Studies teacher.

Michael Schroeder, a teacher new to Oracle, began the year sharing 9th grade Global Studies with Mr. Cammarata and also teaching U.S. History. However, by December of 2007, family matters required him to take a leave of absence. Mr. Schroeder will be returning to teach 10th grade Global Studies and AP United States Government and Politics for the 2008-2009 school year. While on leave, Mr. Schroeder was replaced by Morgan Kristal. Ms. Kristal will be returning next year to teach Economics and Participation in Government as well as a number of remedial courses and electives. Teri Armstrong returned in 2007-2008 to teach 10th grade Global Studies. She will begin her third year with Oracle next year as the U.S. History teacher.

Social Studies 7th and 8th combine to create a two year course in American history. Beginning in 7th grade with European colonization and ending in 8th with the present day, this curriculum arc provides a wealth of material perfectly suited for developing critical and evaluative thinking skills, interpreting original documents, and participating in authentic learning opportunities. Taking advantage of this curricular expanse, our middle school took a field trip to Old Fort Niagara and the Karpeles Manuscript Library Museum, completed a comprehensive unit on Buffalo history, and shared a cross-curricular unit with the English department on industrialization.

Global Studies I and II share a similar curricular structure to the 7th and 8th grade Social Studies curriculum, but in addition, teachers must prepare their 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. While it is of the utmost importance to provide students with the facts, data, and test-taking skills needed for success on the Regents, our high school Social Studies teachers collaboratively focused on the bigger picture of giving students a better understanding of their world.

This year high school students took a trip to Colonial Williamsburg and visited The Freedom Trail in Boston. In the classroom, teachers used Junior Great Books' Literature and Thought series to supplement the text and support the school-wide shared inquiry approach to learning. Assessment in the Social Studies Department included this group-based discussion and compositions on topics like Vietnam, Civil Rights, the Civil War, the Harlem Renaissance, the Great Depression, and the Holocaust. Along with practice Regents exams and weekly

DBQ drills, students were also assessed with projects like creating a coat of arms and producing a video depicting examples of propaganda.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in 8th grade in June 2008. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

In the following table, we outline Oracle Charter School’s results in relation to New York State’s middle school science testing program. **36.8%** of 8th grade students in at least their second year of enrollment at Oracle Charter School and 34.0% of all 8th grade Oracle students performed at Levels 3 & 4.

**Charter School Performance on 2007-08 State Social Studies Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
8	All Students	10.6%	55.3%	29.8%	4.3%	34.0%	47
	Students in At Least 2 nd Year	47.4%	15.8%	31.6%	5.3%	36.8%	38

Evaluation

Oracle Charter School did not meet this measure, falling below our absolute accountability goal of 75% of students performing at Levels 3 & 4 by a large degree.

Additional Evidence

Oracle Charter School has not yet established a strong trend in relation to the middle school social studies testing program.

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8					na	na	38.8%	49	36.8%	38

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

The table below presents the performance of Oracle Charter School students enrolled in at least their second year compared to all students tested in the Buffalo public school district for the 8th grade social studies examination. **36.8%** of Oracle students enrolled in at least their second year performed at Levels 3 & 4 on the 8th grade social studies exam compared with **27.0%** of Buffalo students.

**2007-08 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	36.8%	38	27.0%	3043

Evaluation

In relation to this measure, Oracle Charter School has met the goal, outperforming the local district by a small measure.

Additional Evidence

Based on the last reported data available from the 2005-06 New York state report cards, Oracle Charter School has outperformed the local district in relation to this measure in both 2006-07 and 2007-08 by a small measure.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8					na	27.0%	38.8%	27.0%	36.8%	27.0%

SOCIAL STUDIES: High School Performance Goals

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 had 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 2007-08 the 2004 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 leading cohort. In 2007-08, the majority of these students were enrolled in the 11th grade and sat for the U.S. History Regents examination. It is important to note that the 2005 cohort includes a total of eleven students, or 22.9% of the total cohort group, who have not yet attempted the examination due to grade-level placement in Social Studies. These students will attempt the U.S. History Regents examination for the first time in June 2009. Oracle Charter School’s interim passing rate on the U.S. History Regents examination for the 2005 cohort is **50.0%**

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

Cohort	2003-04		2004-05		2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2003										
2004										
2005									48	50%

Evaluation

Oracle’s full 2005 accountability cohort group has not yet attempted the U.S. History Regents examination. The percent passing reported above of 50% is an interim report of cohort performance. Students within the cohort who have not yet attempted or passed the examination will be eligible for the examination in January and June of 2009. We will update the 2005 cohort performance and provide interim evidence in support of the 2006 cohort’s performance in relation to this measure in Oracle’s 2008-09 annual report.

Additional Evidence

Below is a table of Oracle Charter School’s total interim 2005 cohort performance on the U.S. History Regents examination graduation requirement compared with the last reported cohort performance for students in the Buffalo school district and Buffalo Academy of Visual and Performing Arts, Oracle’s chosen comparison school. Based on these comparisons, Oracle Charter School appears to be on track to exceed the local district’s cohort

performance and meet or exceed our chosen comparison school’s cohort performance in relation to this Regents graduation requirement.

**Interim Cohort U.S. History Regents Passing Rate
by Charter School, Local District and Comparison District School**

Cohort	Charter School		Buffalo		BAVPA	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	50%	48	29%	2896	63%	120

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 had 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 2007-08 the 2004 Cohort finished its fourth year.

Results

The table below presents Oracle Charter School’s interim results in relation to this measure. Two cohorts within Oracle Charter School’s high school program, the 2005 cohort and the 2006 cohort, have taken the Global Studies Regents examination. Oracle Charter School’s interim passing rate on the Global Studies Regents for the 2005 cohort is **58.3%**. Oracle Charter School’s interim passing rate in secondary science for the 2006 cohort is **61.4%**

Global History Regents Passing Rate by Cohort and Year

Cohort	2003-04		2004-05		2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2003										
2004										
2005									48	58.3%
2006									44	61.4%

Evaluation

Oracle’s full 2005 accountability cohort group and the majority of our 2006 accountability cohort group have attempted the Global Studies Regents examination. Nevertheless, the results presented above constitute an interim Regents passing rate, as members of the cohort will continue to be able to take the Global Studies Regents examinations through their fourth year of high school instruction.

Based upon interim progress toward the goal, Oracle Charter School appears to be on track of attaining the goal of 75% of the students within the accountability cohort meeting or exceeding New York state performance expectations for this graduation requirement.

Students within the cohort who have not yet attempted or passed the examination will be eligible for Regents Global Studies examination in August 2008, as well as January, June, and August of 2009. We will update the 2005 cohort performance and provide interim evidence in support of the 2006 cohort's and the 2007 cohort's performance in relation to this measure in Oracle's 2008-09 annual report.

Additional Evidence

Below is a table of Oracle Charter School's total interim 2005 cohort performance on the Global Studies Regents examination graduation requirement compared with the last reported cohort performance for students in the Buffalo school district and Buffalo Academy of Visual and Performing Arts, Oracle's chosen comparison school. Based on these comparisons, Oracle Charter School appears to be on track to exceed the local district's cohort performance and meet or exceed our chosen comparison school's cohort performance in relation to this Regents graduation requirement.

**Interim Cohort Global Studies Regents Passing Rate
by Charter School, Local District and Comparison District School**

Cohort	Charter School		Buffalo		BAVPA	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005	58%	48	40%	2896	63%	120

Summary

In relation to the measures associated with the school's Accountability goal in social studies, Oracle Charter School has not achieved our absolute accountability goal of 75% passing performance at the middle school level. We have not yet achieved our absolute accountability goal of 75% passing performance at the high school level; however, we appear to be on track to meet this absolute measure by the completion of our 2005 cohort's fourth year of high school instruction. We have met both of our comparative measure in relation to this goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
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.	Interim Data: On Track to Achieve
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.	Interim Data: On Track to Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Global Studies Regents exam with a score of 65 or	Achieved

	above will exceed that of the high school Accountability Cohort from the local school district.	
Comparative	Each year, the percent to 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

Action Plan

The Social Studies department will participate in whole-school initiatives for overall academic improvement in addition to incorporating their own specific plan of action in the 2008-2009 academic year.

All core subject departments at Oracle Charter School will continue to create and/or revise their curriculum maps to align with New York State standards as well as to make them more useful in day-to-day planning. Though time will initially be designated for units based on indications of need from 2007-2008 assessments, enough flexibility in time will be reflected in these maps to allow for the teaching and re-teaching of essential skills as necessary.

As an extension of their work with curriculum mapping, teachers will also continue to use NYLearns to populate updated maps with technological resources, link them with their NYLearns WebPages (optional), and connect maps and resources with plans to create an electronic portfolio.

In the classroom, teachers will continue to practice Shared Inquiry as the primary method of discussion-based learning. Inquiry reading is a student-centered approach to text comprehension. It is a process rather than a technique that can involve some or all of the following standard steps: pre-reading, reading for orientation, reading for questions, prioritizing questions, searching for evidence and finalizing answers. Though all steps are practical for humanities courses to employ, sequentially, on a regular basis, Math, Science and Technology courses reinforce the skills in a more isolated manner, but still developing the intended critical thinking skills, reading comprehension, and written communication.

In conjunction with utilizing Shared Inquiry in all disciplines, Writing Across the Curriculum is another initiative carried over from last year that is being used to address ELA deficiencies related to written communication. This year teachers in every discipline will use a standard writing rubric in their classrooms and will be required to incorporate writing into their assessments on a regular basis.

CRISS strategies will also continue to be given to teachers to differentiate instruction and improve overall comprehension in every subject area.

The only major academic initiative new to Oracle this year is the introduction of eDoctrina, and with it a more narrow focus on data-driven instruction, unit planning, and goal-setting. eDoctrina is a web-based assessment tool that compels teachers to identify each item on an assessment by the standard-based skill it is evaluating. Once test items are labeled and uploaded into the eDoctrina program, it creates personalized answer sheets. The answer sheets when scanned back through eDoctrina provide a comprehensive item analysis viewable through a multitude of filters and in varied configurations. Teachers in every subject area will be mandated this year to scan a minimum of one assessment per unit (with an assumed 2 units per marking period) into eDoctrina.

In order to facilitate the data-driven instruction embedded in the eDoctrina program, Oracle Charter School is revising its bell schedule to include an “earned early release” time. In essence, students who are excelling in their studies will earn a release time that is approximately 35 minutes before the end of a regular school day. This

enables teachers to focus their undivided attention on students requiring more remedial, individualized help and to re-teach essential skills immediately after they are first assessed.

To stay on track to achieve our accountability goals in social studies, more personalized planning went into student schedules. Students who previously failed a Regents exam will be placed in intensive review labs to prepare for January testing. In addition, students who may not be missing credit but who are struggling will also have the opportunity for extra instructional time in a lab focusing on reading comprehension, writing review, approaches to a DBQ, supplemental materials, etc.

In the coming school year we have the human resources necessary for the intensive social studies program. After taking a leave of absence for personal reasons last year, Michael Schroeder will return along *with* his replacement from last year. Lauren Baier, who replaced a teacher who left mid-year will also return on the middle school level. Consistency of staff and their instruction will help Oracle Charter School reach its goals.

NCLB

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

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 initial status was reported as part of our 2005-06 New York State Report Card, the most recent state report card available.

NCLB Accountability Status (2006-07): Oracle Charter School

Overall Accountability Status (2006-07)		Has No Status – Regulations Do Not Apply	
Middle School		Secondary Level	
ELA	Has No Status – Regulations Do Not Apply	ELA	Not Yet Applicable
Math	Has No Status – Regulations Do Not Apply	Math	Not Yet Applicable
Science	Has No Status – Regulations Do Not Apply	Graduation Rate	Not Yet Applicable

Evaluation

Oracle Charter School has met this accountability measure for the 2006-07 academic year.

PERFORMANCE AND PRESENTATION SKILLS

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

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

Method

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

Results

As the highest grade enrolled at Oracle Charter School in the 2006–07 academic year was the 11th grade, we have no results to report at this time.

Evaluation

Not applicable at this time.

Summary

Measure	Type	Description	Outcome
1	Absolute	80% of graduating Oracle Charter School students will successfully present and defend a Graduation Portfolio representative of their work at Oracle to a panel of teachers and invited experts from the broader community. Successful presentation of a graduation portfolio will be assessed using a rubric developed for the school by a panel of experts.	Not Yet Applicable

Action Plan

All Oracle teachers maintain portfolios of students’ work in their courses so that major assignments marking progress toward students’ proficiency goals are readily available.

Oracle’s College Counselor has established a Graduation Portfolio rubric. In the 2007-08 academic year, the College Counselor will work with Oracle’s academic departments to define specific assignments that will be included in our students’ Graduation Portfolios. The College Counselor will work within the school’s Advisory system to ensure that students’ Graduation Portfolios are assembled, reviewed, and defended prior to graduation.

HIGH SCHOOL GRADUATION

Goal 7:

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

Absolute Measure:

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

Method

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

Results

As the highest grade enrolled at Oracle Charter School in the 2006–07 academic year was the 10th grade, we have no results to report at this time.

Evaluation

Not applicable at this time.

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

Method

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

Results

The highest grade enrolled in Oracle Charter School for the 2006-07 academic year was 10th grade. Therefore, we have no results to report at this time. We will plan for the implementation of an internship program in the 2007-08 academic year. Internship opportunities will be in place by the time the cohort class of 2009 enters the 12th grade.

Evaluation

Not applicable at this time.

Summary

Measure	Type	Description	Outcome
1	Absolute	Students graduating from Oracle Charter School will achieve a 90% college placement rate.	Not Yet Applicable
2	Absolute	90% of students graduating from Oracle Charter School will participate in at least one internship opportunity.	Not Yet Applicable

Action Plan

To ensure that Oracle students are successful in the college application process and that they have internship opportunities that fit their future career interests, we hired a College Counselor as a full-time staff member beginning in the 2007-08 school year.