

# Accountability Plan Progress Reports for the 2006-07 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 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> 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.

# **BUFFALO UNITED CHARTER SCHOOL 2006-07 Accountability Plan Progress Report**

## **Discussion of Student Achievement Goals as Stated in the Accountability Plan<sup>1</sup>**

Over the term of Buffalo United Charter School's initial charter, students have demonstrated progress towards meeting the goals outlined in the School's Accountability Plan. While this academic progress is important, Buffalo United is working to further the achievement of all students, in accordance with its mission. The school's Accountability Plan details five academic goals against which student academic progress is reported. The goals are as follows:

1. Students will be proficient in Language Arts;
2. Students will be proficient in Mathematics;
3. Students will be proficient in Science;
4. Students will be proficient in Social Studies; and
5. Under the State's NCLB Accountability system, the school's Accountability Status will be "Good Standing" each year.

The Accountability Plan also denotes measures by which Buffalo United assesses its progress toward meeting these goals; these measures are absolute, comparative, and value-added.

### **English Language Arts**

#### **GOAL: Students will be proficient in Language Arts.**

- I. Absolute Measure: Each year, seventy-five percent (75%) of third through eighth graders who are enrolled in at least their second year<sup>2</sup> will perform at or above Level 3 on the New York State Testing Program (NYSTP) ELA Assessment.

#### A. Method

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward the absolute measure. Each year, students complete the ELA assessment in the winter. During the 2005-06 school year, the State ELA assessment expanded to include students in grades 3-8. Prior to the 2005-06 school year, the assessment was only administered to students in grades 4 and 8.

Progress toward this goal is measured specifically by assessing students enrolled in at least their second year at Buffalo United. Following is a table that

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<sup>1</sup> Buffalo United student performance data within this document was provided by the School's Assessment and Measurement Department.

<sup>2</sup> Buffalo United's first year of operation was the 2003-04 school year. As such, assessment results relating to students enrolled in at least their second year are not available until the 2004-05 school year. Therefore, data will not be provided for the 2003-04 school year for the measures relating to students enrolled in at least their second year. This applies to ELA, Mathematics, Science, and Social studies.

indicates the total enrollment and total number of students tested each year at Buffalo United. Please note that the following table includes all students tested, not just students enrolled in at least their second year.

Year	Grade(s)	Number of Students Tested in Grades 3-8		Total Enrolled
		Not Tested*	Total Tested	
2003-04	4	0	49	49
	<b>All</b>	<b>0</b>	<b>49</b>	<b>49</b>
2004-05	4	0	50	50
	<b>All</b>	<b>0</b>	<b>50</b>	<b>50</b>
2005-06	3	0	64	64
	4	0	61	61
	5	2	43	45
	6	0	49	49
	<b>All</b>	<b>2</b>	<b>217</b>	<b>219</b>
2006-07	3	1	69	70
	4	0	67	70
	5	0	51	51
	6	0	46	46
	7	0	46	46
	<b>All</b>	<b>1</b>	<b>279</b>	<b>280</b>

\*Students may have been absent for all or part of the exam.

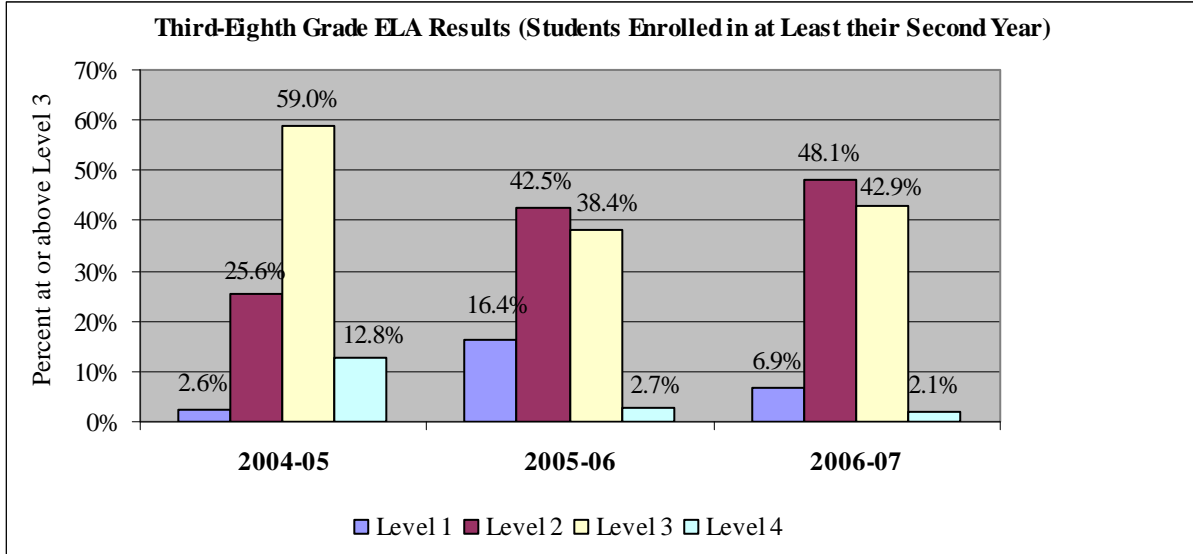
## B. Results

Following is a table that presents the test results for all students at Buffalo United and for students enrolled in at least their second year.

Year	Population	Percent of Third through Eighth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2003-04 Grade 4 Only*	All Students	8%	51%	35%	6%	41%	49
	Students in at least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
2004-05 Grade 4 Only*	All Students	2%	30%	58%	10%	68%	50
	Students in at least 2 <sup>nd</sup> Year	3%	26%	59%	13%	72%	39
2005-06 Grades 3-6	All Students	17%	44%	36%	3%	39%	217
	Students in at least 2 <sup>nd</sup> Year	16%	42%	38%	3%	41%	146
2006-07 Grades 3-7	All Students	8%	48%	42%	2%	44%	279
	Students in at least 2 <sup>nd</sup> Year	7%	48%	43%	2%	45%	189

\* Note: In 2003-04 and 2004-05, the ELA Assessment was administered to grade 4 students only. In 2005-06, the State introduced a new testing system that included students in grades 3-8.

The following chart displays the performance of students enrolled in at least their second year at Buffalo United. Specifically, it displays the results at each performance level for students in grade 4 for 2004-05, grades 3-6 for 2005-06, and grades 3-7 for 2006-07.



\*Note: In 2004-05, the ELA Assessment was administered to grade 4 students only. In 2005-06, the state introduced a new testing system that included students in grades 3-8.

Buffalo United opened in 2003-04; therefore, the first year that the school tested students enrolled in at least their second year was the 2004-05 school year. As such, the 2004-05 school year established baselines for second year students. In 2004-05, only students in grade 4 were administered the assessment. In 2004-05, 72% of grade 4 students enrolled in at least their second year were identified as proficient on the New York State ELA Assessment.

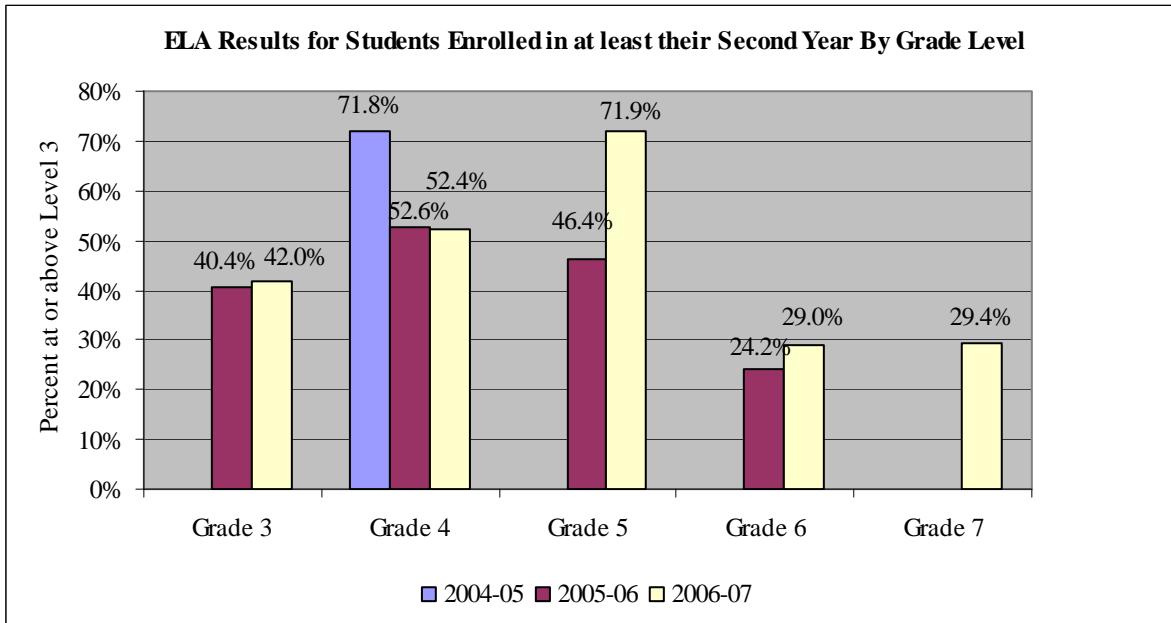
In 2005-06, the State introduced a new testing system to include testing students in grades 3-8. During the 2005-06 school year, Buffalo United served students in grades 3-6. The percentage of 3-6 grade students enrolled in at least their second year identified as proficient was 41%.

In 2006-07, Buffalo United served students in grades 3-7. The percentage of students in grades 3-7 enrolled in at least their second year identified as proficient increased by 4 percentage points. Forty-five percent of second year students performed at or above Level 3 on the New York State 2006-07 ELA Assessment.

### C. Evaluation

The results of each year's assessment are below the measure's requirement that at least 75 percent of students enrolled in at least their second year perform at or

above Level 3. Detailed below is a chart that presents the percentage of students in each grade tested that performed at or above Level 3 on the assessment.



\*Note: In 2004-05, the ELA Assessment was administered to grade 4 students only. In 2005-06, the state introduced a new testing system that included students in grades 3-8.

Buffalo United did not meet the overall measure and is dissatisfied with its progress towards the absolute measure. As such, Buffalo United is working aggressively to further increase student proficiency. Please see the section entitled *Action Plan* located on page 14 below for a discussion of the improvement efforts that will be implemented.

D. Additional Evidence

None.

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

A. Method

According to the No Child Left Behind Act (NCLB), all public schools are expected to enable all students to meet state performance standards. In the state of New York, schools are able to meet the standards when an absolute proportion of students who have taken the NYS ELA Assessment have scored at Levels 2, 3, and 4. The Performance Index (“PI”) is the specified proportion. Further, the Annual Measurable Objective (“AMO”) is the PI value that signifies that tested students in the aggregate are making satisfactory progress

toward the goal that all students will be proficient in the State’s ELA performance standard by 2013-14.<sup>3</sup> The way in which a performance index is calculated is by adding the percent of students at Levels 2, 3, and 4 to the percent of students at Levels 3 and 4. Please note that the School’s PI is based on the January ELA assessment for all students—not just students enrolled in at least their second year.

## B. Results

Detailed below are the results of all students at each performance level on the New York State ELA Assessment for each year of Buffalo United’s charter.

ELA								
Year	Grade(s)	(N) <sup>4</sup>	Percent of Students at Each Performance Level				State AMO	Performance Index <sup>5</sup>
			Level 1	Level 2	Level 3	Level 4		
2003-04*	4	49	8%	51%	35%	6%	123	133
2004-05*	4	50	2%	30%	58%	10%	131	166
2005-06	3-6	217	17%	44%	36%	3%	122	122
2006-07	3-7	279	8%	48%	42%	2%	122	137

\*Note: In 2003-04 and 2004-05, the ELA Assessment was administered to students in grade 4 only.

## C. Evaluation

In 2003-04, Buffalo United’s Performance Index of 133 exceeded the State’s AMO for elementary and middle schools by 10 points. In 2004-05, the school also exceeded the State’s AMO by 35 points with a PI of 166. In 2005-06, Buffalo United met the State’s AMO with a PI of 122. In 2006-07, Buffalo United once again exceeded the State’s AMO with a PI of 137. Buffalo United reached this measure all four years the school has been operational.

## D. Additional Evidence

None.

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

<sup>3</sup> Information explaining the No Child Left Behind Act, the State’s AMO, and the PI was found on the Charter Schools Institute website.

<sup>4</sup> N signifies the number of students tested.

<sup>5</sup> The Performance Index reported may differ from the PI reported on the State Report Card. The State calculates the PI using the scores of continuously enrolled students, whereas the information reported above is based on all students taking the examination.

## A. Method

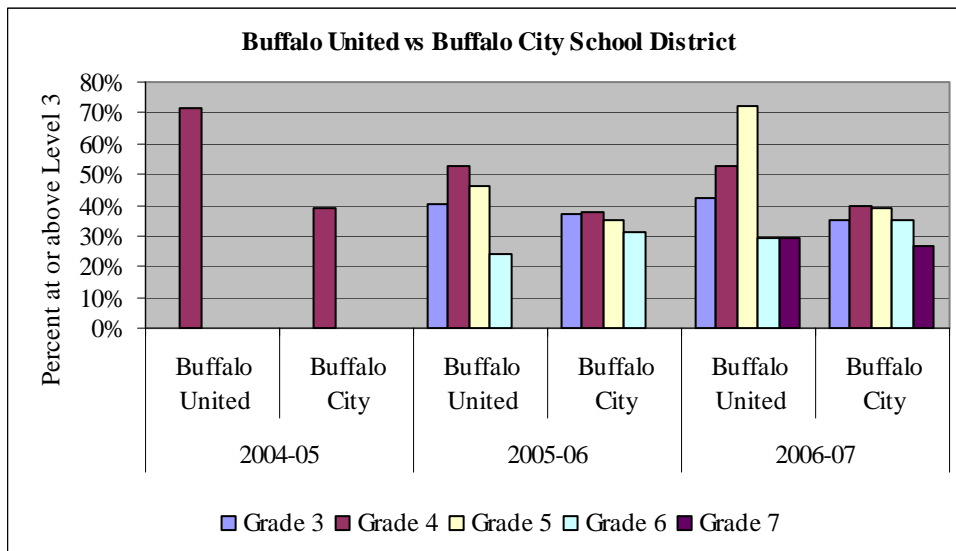
Each year, the percentage of Buffalo United students enrolled in at least their second year and performing at or above Level 3 will exceed Buffalo City School District students performing at or above Level 3 on the New York State ELA Assessment. For the 2003-04 and 2004-05 school years, the results are based on fourth grade students. For the 2005-06 and 2006-07 school years, the results are based on students in grades 3-7 combined.

The purpose of the comparative measure is to illustrate that Buffalo United ELA instruction enables its students to achieve at a level equal to or greater than the local school district.

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward the measure. Students complete the ELA exam on an annual basis in the winter. During the 2005-06 school year, the State ELA exam expanded to grades 3-8 per the New York requirements. In the past, however, the exam was limited to grades 4 and 8. In 2005-06, the State ELA assessment was administered to grades 3-6, and in 2006-07 the assessment was administered to grades 3-7 at Buffalo United.

## B. Results

The following chart displays the percentage of Buffalo United students enrolled in at least their second year that performed at Levels 3 or 4 on the ELA Assessment compared to students in the same grades at Buffalo City School District<sup>6</sup>.



Note: In 2004-05, the ELA Assessment was administered to students in grade 4 only.

<sup>6</sup> Test results relating to Buffalo City School District were found on the State's Report Card Website <http://www.emsc.nysed.gov/irts/reportcard/>.

During the 2004-05 school year, the State ELA test was administered to grade 4 students. Buffalo United outperformed Buffalo City School District grade 4 students by 32.79%. The following year, 2005-06, Buffalo United served students in grades 3-6, and they outperformed Buffalo City School District in each grade except the sixth grade. In 2006-07, Buffalo United saw further increases in levels of proficiency, and as such, outperformed Buffalo City School District in each grade again except the sixth grade.

C. Evaluation

Buffalo United met this measure in 2004-05. In 2005-06 and 2006-07, Buffalo United outperformed Buffalo City School District in each grade except the sixth grade.

D. Additional Evidence

None.

- IV. Comparative Measure: Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree 0.30) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

A. Method

The Charter Schools Institute conducts a Comparative Performance Analysis<sup>7</sup> which provides a comparative measure of student performance on state tests. The Comparative Performance Analysis is created by using a regression analysis that controls for students eligible for free lunch among all public schools in New York State. Buffalo United's percentage of students at or above Level 3 is compared to a predicted level of performance based on the test performance and free-lunch statistics of all public schools. The difference between the school's attained and expected performance relative to other schools with similar free-lunch statistics produces an Effect Size.

Results are displayed in the table below. CSI will also produce a scatter plot graph; however, at this time the scatter plot graph is not available. Therefore, it will not be included in this renewal application.

B. Results

The first year that this comparative measure was established was the 2005-06 school year. As such, Buffalo United is not able to provide results against this measure for the years prior to 2005-06. Further, according to CSI, results from the 2006-07 school year are not yet available. Therefore, the only year in which

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<sup>7</sup> This information was found on the Charter Schools Institute's website. [www.newyorkcharters.org](http://www.newyorkcharters.org)

Buffalo United is able to provide information relating to this measure is the 2005-06 school year.

Year	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3 & 4		Difference between Actual and Predicted	Effect Size	Comparative Performance
			Actual	Predicted			
2005-06	76.6% <sup>8</sup>	219	38.8	47.1	-8.3	-0.44	Lower than Expected to a Small Degree

C. Evaluation

Buffalo United performed lower than expected to a small degree. The school’s Effect Size was -0.44, which is lower than the measure’s goal of 0.3. Buffalo United did not meet this measure during the 2005-06 school year. The school is aware of the need to continue improving student proficiency and is working actively to this end.

D. Additional Evidence

None.

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

A. Method

Students in grades 3-8 are administered the NYS ELA Assessment each year during the winter. The following table displays the ELA Assessment results for students at each grade level who have winter-to-winter test scores available. The evaluation for meeting the measure is based on the number of grades that met their grade-specific targets.

B. Results

Following is a table that displays the results each year that Buffalo United had results for students with winter-to-winter test scores available.

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<sup>8</sup> This number displays the percent of **free** lunch eligible students only. It does not include the percentage of students eligible for reduced lunches. The number reported earlier in this document is the percent of free and reduced lunch students.

State ELA Test Administration	Percent at or above Level 3 by Grade Levels						School Total Grades 3-8
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
<b>Met Target in 2006-07?</b>	No	No	Yes	No	n/a		No
Winter 2006-07 Scores	42.0%	52.4%	71.9%	29.0%	29.4%		45.0%
Target Winter 2006-07 Scores	57.7%	63.8%	60.7%	49.6%			58.2%
Winter 2005-06 Scores	40.4% (n = 64)	52.6% (n = 61)	46.4% (n = 43)	24.2% (n = 49)			41.1% (n = 217)
<b>Met Target in 2005-06?</b>		No					No
Target Winter 2005-06 Scores		73.4%					73.4%
Winter 2004-05 Scores		71.8% (n = 50)					71.8% (n = 49)

### C. Evaluation

In 2004-05, grade 4 students completed the ELA Assessment. That year, 71.8% of the students with winter-to-winter test scores were identified as proficient. In 2005-06, the State implemented a new testing system that administered the assessment to students in grades 3-8. Therefore, the 2005-06 assessment results serve as a baseline for this measure. Since the 2005-06 results serve as a baseline, the results from the 2006-07 school year are the first year that the results are directly comparable.

Buffalo United did not meet this measure during the 2006-07 school year. The leadership of Buffalo United is dissatisfied with these results, and as such, is working proactively to further increase student proficiency. Please see the section entitled *Action Plan* located on page 14 below for the improvement efforts that Buffalo United will implement.

### D. Additional Evidence

None.

## SUMMARY

Detailed below are the various measures used to determine whether Buffalo United reached its goal for ELA during the 2006-07 school year. Buffalo United met one of the five measures completely, and it nearly met the Comparative Measure in regards to outperforming the local school district.

<b>Measure</b>	<b>Type</b>	<b>Test</b>	<b>2006-07 Result</b>
75% at Levels 3 & 4	Absolute	State ELA Exam	Measure not met
Performance Index above AMO	Absolute	State ELA Exam	Measure met
Outperform the District	Comparative	State ELA Exam	Measure met in all grades except 6
Small Effect Size, controlling for Free Lunch Percent	Comparative	State ELA Exam	N/A – data not yet available
Each grade-cohort reduces gap	Value-Added	State ELA Exam	Measure not met

Buffalo United did not meet its absolute measure of 75 percent of grades 3-8 students' being proficient. Grade 5, however, came extremely close to meeting the measure—they achieved a proficiency rate of 71.9%. The school met its absolute measure in regards to its Performance Index. Further, Buffalo United nearly met the local school district comparative measure—it met the measure in each grade except the 6<sup>th</sup> grade. Buffalo United did not meet the small effect size comparative measure, nor did it meet the value-added measure.

Buffalo United's ELA results for 2006-07 were lower than desired. As such, the leadership of Buffalo United is committed to enhancing its program to accelerate student learning. Detailed below is Buffalo United's action plan to increase student learning.

### **ACTION PLAN**

Based on the results from the 2006-07 NYS ELA Assessment, Buffalo United identified areas of weakness and determined specific initiatives to implement in the coming year to increase student learning. Detailed below are the key initiatives that Buffalo United will implement:

- Buffalo United will use the state item response information in the Board of Cooperative Educational Services (“BOCES”) data warehouse gap analysis report to identify performance indicator weaknesses by grade level. Teachers will receive the appropriate data and, through professional development, will continue to learn to interpret the results. Teachers will use identified performance indicators in creating their lesson plans. Student proficiency and teaching strategies will be monitored and discussed at grade level meetings.
- Buffalo United will provide staff with professional development on the use and implementation of the Lucy Calkins' Units of Study for Primary Teaching K-2 and the Units of Study for Grades 3-5. This program will provide a backbone to a K-5 writing approach to the teaching of writing, bringing coherence to Buffalo United's school-wide writing program, and will emphasize daily practice in editing skills through process writing. All writing will be assessed using a variety of rubrics in accordance with the New York State ELA Assessment.

- Buffalo United will meet the needs of all students by regularly and consistently providing differentiated instruction in small groups. For example, Corrective Reading instruction will be provided to students in need of Academic Intervention Services and reading enrichment classes will be provided to Buffalo United's advanced students. These efforts to differentiate instruction will be supported by paraprofessionals working with the classroom teachers. Students will be identified for participation based on standardized test scores and teacher input, and their participation will be reviewed and adjusted on an ongoing basis to ensure appropriate delivery of services.

## Mathematics

### **GOAL: Students will be proficient in Mathematics.**

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

- A. Method

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward the absolute measure. Students complete the Mathematics Assessment on an annual basis in the spring. During the 2005-06 school year, the State Mathematics Assessment expanded to grades 3-8. In prior years, the assessment was limited to students in grades 4 and 8.

Progress toward this goal is measured specifically by assessing students enrolled in at least their second year at Buffalo United. Following is a table that indicates the total enrollment and total number of students tested each year at Buffalo United. Please note that the following table includes all students tested, not just students enrolled in at least their second year.

Year	Grade(s)	Number of Students Tested in Grades 3-8		Total Enrolled
		Not Tested*	Total Tested	
2003-04	4	0	50	50
	<b>All</b>	<b>0</b>	<b>50</b>	<b>50</b>
2004-05	4	0	50	50
	<b>All</b>	<b>0</b>	<b>50</b>	<b>50</b>
2005-06	3	0	62	62
	4	1	54	55
	5	0	45	45
	6	0	48	48
	<b>All</b>	<b>1</b>	<b>209</b>	<b>210</b>
2006-07	3	0	67	67
	4	0	66	66
	5	0	51	51
	6	0	45	45
	7	0	46	46
	<b>All</b>	<b>0</b>	<b>275</b>	<b>275</b>

\*Students may have been absent for all or part of the exam.

## B. Results

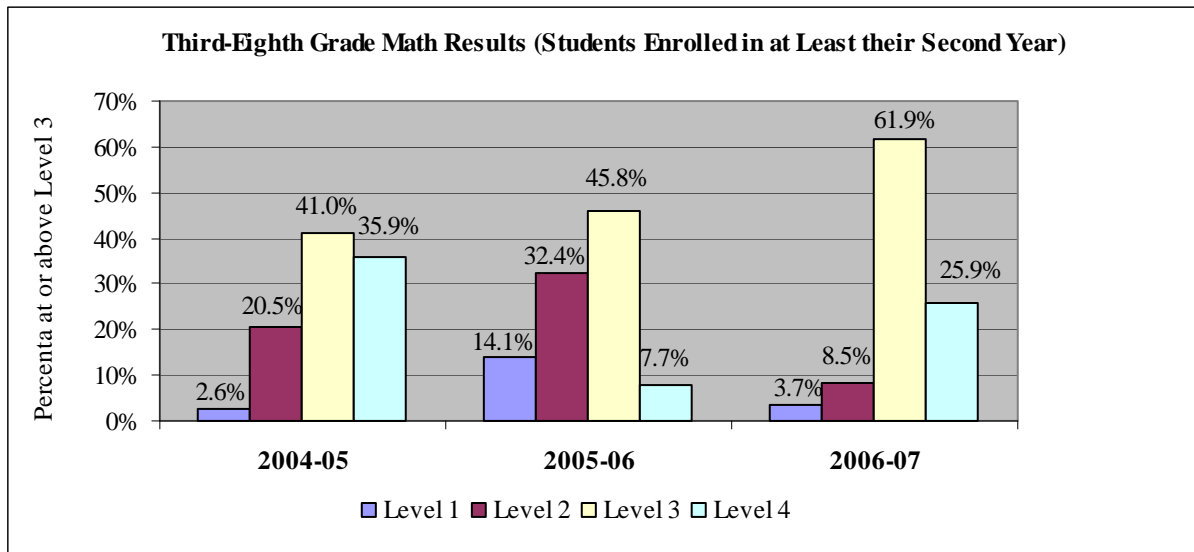
Following is a table that presents the test results for all students at Buffalo United and for those students enrolled in at least their second year.

Year	Population	Percent of Third through Eighth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3 & 4	
2003-04 Grade 4 only*	All Students	2%	22%	44%	32%	76%	50
	Students in at least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
2004-05 Grade 4 only*	All Students	2%	24%	40%	34%	74%	50
	Students in at least 2 <sup>nd</sup> Year	3%	21%	41%	36%	77%	39
2005-06 Grade 3-6	All Students	14%	30%	48%	8%	56%	209
	Students in at least 2 <sup>nd</sup> Year	14%	32%	46%	8%	54%	142
2006-07 Grade 3-7	All Students	3%	12%	57%	28%	85%	275
	Students in at least 2 <sup>nd</sup> Year	4%	8%	62%	26%	88%	189

\*Note: In 2003-04 and 2004-05, the Math Assessment was administered to grade 4 students only. In 2005-06, the State introduced a new testing system that included students in grades 3-8.

The following chart displays the performance of students enrolled in at least their second year at Buffalo United. Specifically, it displays the results at each

performance level for students in grade 4 for 2004-05, grades 3-6 for 2005-06, and grades 3-7 for 2006-07.



\*Note: In 2004-05, the Math Assessment was administered to grade 4 students only. In 2005-06, the state introduced a new testing system that included students in grades 3-8.

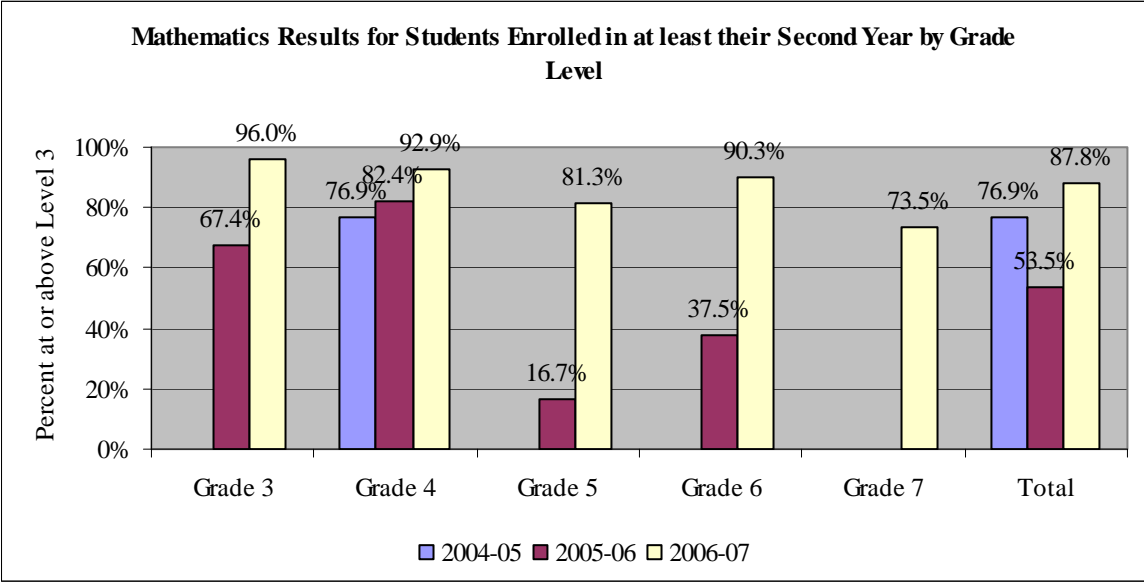
Buffalo United opened in 2003-04; therefore, the first year that the school tested students enrolled in at least their second year was the 2004-05 school year. As such, the 2004-05 school year established baselines for second year students. In 2004-05, students in grade 4 were administered the Mathematics Assessment. That year, 76.9% of grade 4 students enrolled in at least their second year were identified as proficient on the New York State Mathematics Assessment. Buffalo United met the absolute measure of having at least 75% of its second year students perform at or above Level 3. Buffalo United is pleased with these results.

In 2005-06, with the introduction of a new State testing system, Buffalo United tested students in grades 3-6. That year, 53.5% of second year students were identified as proficient. Buffalo United is proud to report that the school's second year students increased by 34.3 percentage points to achieve a proficiency rate of 87.8% in 2006-07. The staff and leadership of Buffalo United are extremely pleased with the great success its students had on the 2006-07 Mathematics Assessment. While the staff and leadership are pleased, the school will continue to work to increase the percentage of students identified as proficient.

### C. Evaluation

Buffalo United met the measure in 2004-05 and 2006-07. Buffalo United did not meet the measure in 2005-06. Detailed below is a chart that presents the

percentage of students in each grade tested that performed at or above Level 3 on the Mathematics Assessment.



\*Note: In 2004-05, the Math Assessment was administered to grade 4 students only. In 2005-06, the state introduced a new testing system that included students in grades 3-8.

Buffalo United is pleased with the results from this most recent Mathematics Assessment. The school, however, will continue working to achieve proficiency for all students.

D. Additional Evidence

None.

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

A. Method

According to the No Child Left Behind Act (NCLB), all public schools are expected to enable all students to meet state performance standards. In the state of New York, schools are able to meet the standards when an absolute proportion of students who have taken the NYS Mathematics Assessment have scored at Levels 2, 3, and 4. The Performance Index (“PI”) is the specified proportion. Further, the Annual Measurable Objective (“AMO”) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State’s Mathematics performance standard by 2013-14. The way in which a performance index is calculated is by adding the percent of students at Levels 2,

3, and 4 to the percent of students at Levels 3 and 4. Please note that the PI is based on the Mathematics assessment for all students—not just students enrolled in at least their second year.

**B. Results**

Detailed below are the results of all students at each performance level on the New York State Mathematics Assessment for each year of Buffalo United’s charter.

Math								
Year	Grade(s)	(N)	Percent of Students at Each Performance Level				State AMO	Performance Index <sup>9</sup>
			Level 1	Level 2	Level 3	Level 4		
2003-04*	4	50	2%	22%	44%	32%	136	174
2004-05*	4	50	2%	24%	40%	34%	142	172
2005-06	3-6	209	14%	30%	48%	8%	86	142
2006-07	3-7	275	3%	12%	57%	28%	86	182

\*Note: In 2003-04 and 2004-05, the Math Assessment was administered to students in grade 4 only.

**C. Evaluation**

In 2003-04, Buffalo United’s Performance Index of 174 exceeded the State’s AMO by 38 points. In 2004-05, the school exceeded the State’s AMO by 30 points with a PI of 172. In 2005-06, Buffalo United achieved a PI of 142, thereby exceeding the State’s AMO. Further, in 2006-07, Buffalo United exceeded the State’s AMO by 96 points. Buffalo United met this measure each year during its initial charter. Buffalo United is pleased that this measure was met each year.

**D. Additional Evidence**

None.

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

**A. Method**

Each year, the percentage of Buffalo United students enrolled in at least their second year and performing at or above Level 3 will exceed Buffalo City School District students performing at or above Level 3 on the NYS

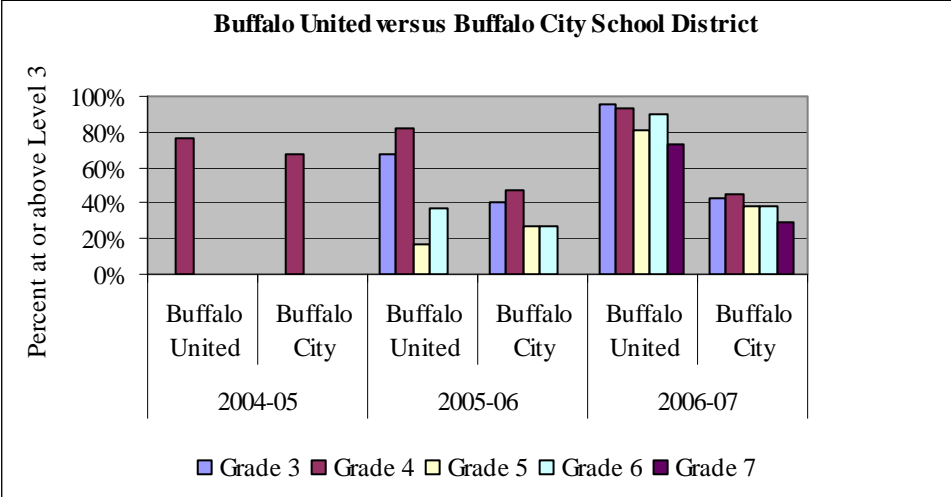
<sup>9</sup> The Performance Index reported may differ from the PI reported on the State Report Card. The State calculates the PI using the scores of continuously enrolled students. Whereas, the information reported above is based on all students taking the examination.

Mathematics Assessment. The purpose of the comparative measure is to illustrate that Buffalo United mathematics instruction enables its students to achieve at a level equal to or greater than the local school district.

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward that measure. Students complete the mathematics exam on an annual basis in the spring. During the 2005-06 school year, the State Mathematics Assessment expanded to grades 3-8. In the past, this exam was limited to students in grades 4 and 8.

**B. Results**

The following chart displays the percentage of Buffalo United students enrolled in at least their second year that performed at Levels 3 or 4 on the Mathematics Assessment compared to students in the same grades at Buffalo City School District.



\*Note: In 2004-05, the Math Assessment was administered to grade 4 students only. In 2005-06, the state introduced a new testing system that included students in grades 3-8.

During the 2004-05 school year, the State Mathematics test was administered to grade 4 students. Buffalo United outperformed grade 4 Buffalo City School District students by 9.9%.

The following year, 2005-06, Buffalo United served students in grades 3-6, and Buffalo United outperformed Buffalo City School District in each grade except the fifth grade. In 2006-07, Buffalo United outperformed Buffalo City School District in each grade by an average of 48.3%.

### C. Evaluation

Buffalo United met the comparative measure for the 2004-05 school year. They also met the measure in 3 out of the 4 grades tested in 2005-06 and all of the grades in 2006-07. School leadership is extremely proud of the school's performance on this most recent Mathematics Assessment.

### D. Additional Evidence

None.

- IV. Comparative Measure: Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree 0.30) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

#### A. Method

The Charter Schools Institute conducts a Comparative Performance Analysis<sup>10</sup> which provides a comparative measure of student performance on state tests. The Comparative Performance Analysis is created by using a regression analysis that controls for students eligible for free lunch among all public schools in New York State. Buffalo United's percent of students at or above Level 3 is compared to a predicted level of performance based on the test performance and free-lunch statistics of all public schools. The difference between the school's attained and expected permanence relative to other schools with similar free-lunch statistics produces an Effect Size.

Results are displayed in the table below. CSI will also produce a scatter plot; however, at this time the scatter plot is not available. Therefore, it will not be included in this renewal application.

#### B. Results

The first year that this comparative measure was established was the 2005-06 school year. As such, Buffalo United is not able to provide results against this measure for the prior years. Further, according to CSI, results from the 2006-07 school year are not yet available. Therefore, the only year in which Buffalo United is able to provide information relating to this measure is for the 2005-06 school year. Detailed below are the results for the 2005-06 school year.

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<sup>10</sup> This information was found on the Charter Schools Institute's website. [www.newyorkcharters.org](http://www.newyorkcharters.org)

Year	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3 & 4		Difference between Actual and Predicted	Effect Size	Comparative Performance
			Actual	Predicted			
2005-06	76.6%	209	56	55.8	0.2	0.06	About the Same as Expected

C. Evaluation

Buffalo United did not meet this measure during the 2005-06 school year. The school is aware of the need to continue improving student proficiency and is working actively to this end.

D. Additional Evidence

None.

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

A. Method

Students in grades 3-8 are administered the NYS Mathematics Assessment each year during the spring. The following table displays the Mathematics Assessment results for students at each grade level who have spring-to-spring test scores available. The evaluation for meeting the measure is based on the number of grades that met their grade-specific targets.

B. Results

Following is a table that displays the results each year that Buffalo United had results for students with spring-to-spring test scores available.

State Math Test Administration	Percent at or above Level 3 by Grade Levels						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	School Total Grades 3-8
<b>Met Target in 2006-07?</b>	Yes	Yes	Yes	Yes	n/a		Yes
Spring 2006-07 Scores	96.0%	92.9%	81.3%	90.3%	73.5%		87.8%
Target Spring 2006-07 Scores	71.2%	Increase	45.9%	56.3%			64.3%
Spring 2005-06 Scores	67.4% (n = 62)	82.4% (n = 54)	16.7% (n = 45)	37.5% (n = 48)			53.5% (n = 209)
<b>Met Target in 2005-06?</b>		Yes					Yes
Target Spring 2005-06 Scores		Increase					Increase
Spring 2004-05 Scores		76.9% (n = 50)					76.9% (n = 50)

### C. Evaluation

In 2004-05, 76.9% of Buffalo United's students with spring-to-spring test scores were identified as proficient on the assessment. During the 2005-06 school year, Grade 4 students met the measure. They achieved a proficiency rate of 82.4%.

In 2005-06, the State implemented a new testing system that administered the Assessment to students in grades 3-8. Therefore, the 2005-06 assessment results serve as a baseline for this measure. In 2006-07, Buffalo United met its target score in each grade tested. Thus, Buffalo United met the value-added measure for 2006-07.

### D. Additional Evidence

None.

## SUMMARY

Buffalo United's students performed exceptionally well on the 2006-07 State Mathematics Assessment. They made considerable progress towards meeting the goal that "students will be proficient in mathematics." Detailed below is a table that summarizes Buffalo United's performance on the outcome measures.

<b>Measure</b>	<b>Type</b>	<b>Test</b>	<b>2006-07 Result</b>
75% at Levels 3 & 4	Absolute	State Mathematics Exam	Measure met
Performance Index above AMO	Absolute	State Mathematics Exam	Measure met
Outperform the District	Comparative	State Mathematics Exam	Measure met
Small Effect Size, controlling for Free Lunch Percent	Comparative	State Mathematics Exam	N/A – data not yet available
Each grade-cohort reduces gap	Value-Added	State Mathematics Exam	Measure met

Buffalo United met each of its absolute measures. Further, the school met the comparative measure in regards to the local school district. Data relating to the effect size for 2006-07 is not available at this time. As such, the most recent data available is the 2005-06 data, and that year the school did not meet this measure. Buffalo United met its value-added measure.

Students at Buffalo United are clearly progressing in mathematics. School leadership is pleased with the results and are confident that the methods used to enhance student learning were effective.

### **ACTION PLAN**

The results from this most recent State Mathematics Assessment demonstrate that students are progressing considerably. While this may be true, the school is committed to increasing learning for all students. As such, the school will implement the following initiatives in the next year to further enhance student learning:

- Buffalo United will use the state item response information in the BOCES data warehouse gap analysis report to identify performance indicator weaknesses by grade level. Teachers will receive the appropriate data and through professional development, they will continue to learn to interpret the results. Teachers will use identified performance indicators in creating their lesson plans. Student proficiency and teaching strategies will be monitored and discussed at grade level meetings.
- Buffalo United will provide teachers and paraprofessionals professional development on the use of math manipulatives to build concrete understanding of concepts. These instructional strategies will be incorporated into lesson plans and monitored and discussed at grade level meetings.
- Buffalo United will use the New York State pre-march math standards as a guide for determining pacing and alignment of curricular materials. Tracking of these standards will be accomplished by using a standards (performance indicator) tracking chart.

## Science

### **GOAL: Students will be proficient in Science.**

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

#### A. Method

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward the absolute measure. Students in grade 4 and 8 complete the Science Assessment on an annual basis. Buffalo United has not yet served students in the 8<sup>th</sup> grade. As such, the data provided below is for grade 4 students only.

Progress toward this goal is measured specifically by assessing students enrolled in at least their second year at Buffalo United. Following is a table that indicates the total enrollment and total number of students tested for each year at Buffalo United. Please note that the following table includes all students tested, not just students enrolled in at least their second year.

Year	Grade	Number of Students Tested in Grade 4		Total Enrolled
		Not Tested*	Total Tested	
2003-04	4	1	49	50
2004-05	4	2	48	50
2005-06	4	1	53	54
2006-07	4	0	65	65

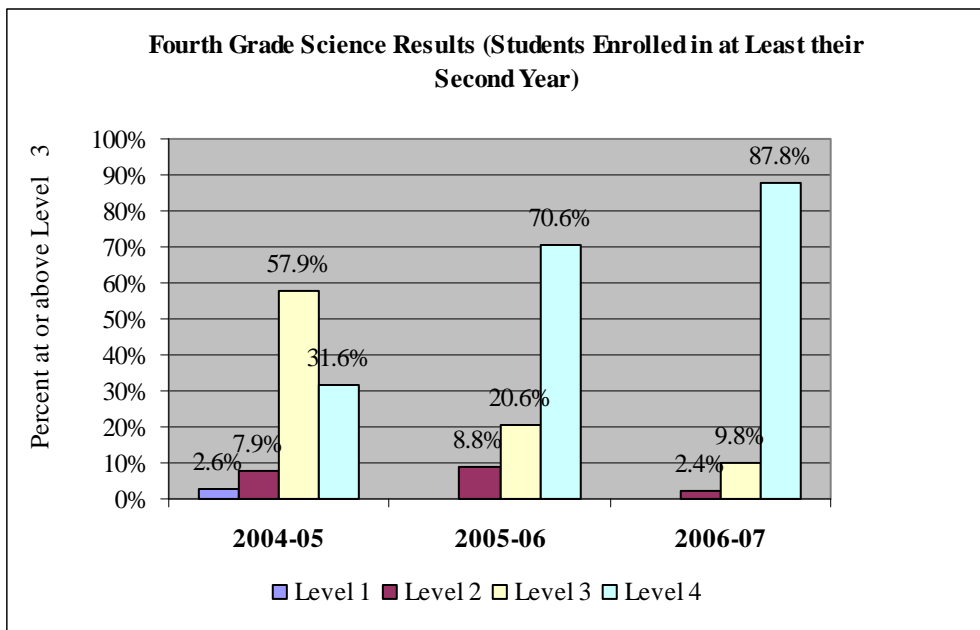
\*Students may have been absent for all or part of the exam.

#### B. Results

Following is a table that presents the test results for all students at Buffalo United and for those students enrolled in at least their second year.

Year	Population	Percent of Fourth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3 & 4	
2003-04	All Students	4%	22%	63%	10%	73%	49
	Students in at least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
2004-05	All Students	2%	13%	56%	29%	85%	48
	Students in at least 2 <sup>nd</sup> Year	3%	8%	58%	32%	89%	38
2005-06	All Students	0%	6%	21%	74%	94%	56
	Students in at least 2 <sup>nd</sup> Year	0%	9%	21%	71%	91%	34
2006-07	All Students	0%	3%	15%	82%	97%	65
	Students in at least 2 <sup>nd</sup> Year	0%	2%	10%	88%	98%	41

The following chart displays the results at each performance level of grade 4 students enrolled in at least their second year at Buffalo United.



In 2004-05, 89.5% of grade 4 students were identified as proficient on the Science Assessment. In 2005-06, the school increased 1.7% to achieve a 91.2% proficiency rate. Further, in 2006-07, 97.6% of students enrolled in at least their second year performed at or above Level 3.

C. Evaluation

Buffalo United met the absolute measure of having seventy-five percent of students enrolled in at least their second year perform at or above Level 3 on the New York State Science Assessment in 2004-05, 2005-06, and 2006-07. Buffalo United is proud of the high success its second year students have had on the New York State Science Assessment. While the leadership and staff are proud of the success, the school will continue to work to achieve proficiency for all students.

D. Additional Evidence

None.

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

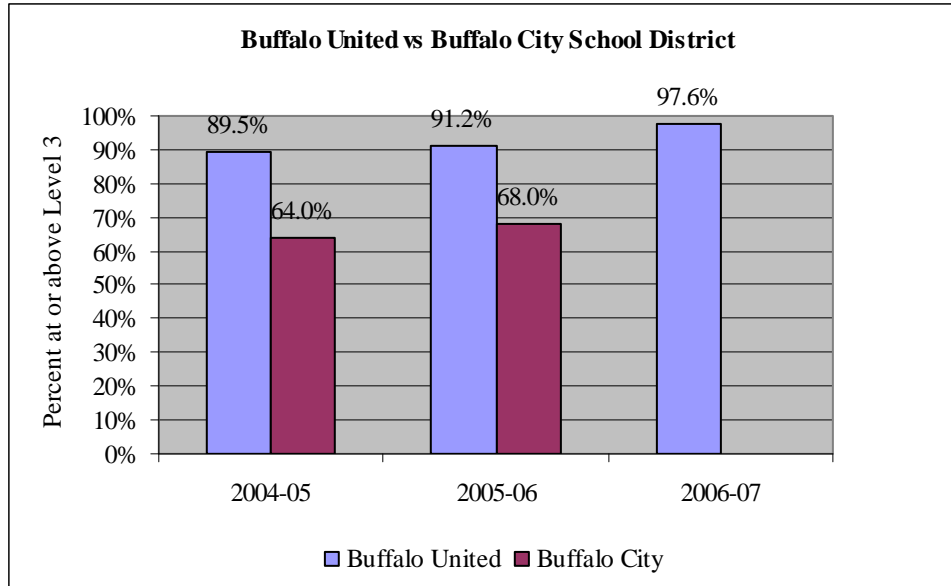
A. Method

Each year, the percentage of Buffalo United students enrolled in at least their second year and performing at or above Level 3 will exceed Buffalo City School District students performing at or above Level 3 on the NYS Science Assessment. The purpose of the comparative measure is to illustrate that Buffalo United science instruction enables its students to achieve at a level equal to or greater than the local school district.

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward that measure. Students complete the science exam on an annual basis.

B. Results

The following chart displays the percentage of Buffalo United students enrolled in at least their second year that performed at Levels 3 or 4 on the Science Assessment compared to students in the same grade at Buffalo City School District.



During the 2004-05 school year, Buffalo United outperformed Buffalo City School District grade 4 students by 25.5 percentage points. In 2005-06, Buffalo United outperformed Buffalo City School District grade 4 students by 23.2 percentage points. Data from the 2006-07 Science Assessment for Buffalo City School District is not available at this time. Therefore, Buffalo United cannot speak to whether this measure was met for the 2006-07 school year.

C. Evaluation

Buffalo United met this measure in 2004-05 and 2005-06. Data relating to the 2006-07 Assessment for Buffalo City School District is not available at this time.

D. Additional Evidence

None.

**SUMMARY**

Buffalo United’s students performed exceptionally well on the Science Assessment each year the test was administered. The school is making remarkable progress toward meeting its goal that students will be proficient in Science. The following table summarizes our performance on the outcome measures.

Measure	Type	Test	2006-07 Result
75% at Levels 3 & 4	Absolute	State Science Exam	Measure met
Outperform the District	Comparative	State Science Exam	n/a – data for BCSD is not yet available

## ACTION PLAN

Buffalo United met the Absolute Measure for Science in 2006-07. In fact, the school exceeded the absolute measure by 22.6 percentage points—97.6% of second year students were identified as proficient. Further, 97% of all students performed at Levels 3 or 4. Buffalo United will continue working to improve student proficiency until all students are identified as proficient.

### Social Studies

#### **GOAL: Students will be proficient in Social Studies.**

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

#### A. Method

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward the absolute measure. Students in grade 5 and 8 complete the Social Studies Assessment on an annual basis. Buffalo United has not yet served students in the 8<sup>th</sup> grade. As such, the data listed below pertains to grade 4 students only.

Progress toward this goal is measured specifically by assessing students enrolled in at least their second year at Buffalo United. Following is a table that indicates the total enrollment and total number of students tested for each year at Buffalo United. Please note that the following table includes all students tested, not just students enrolled in at least their second year.

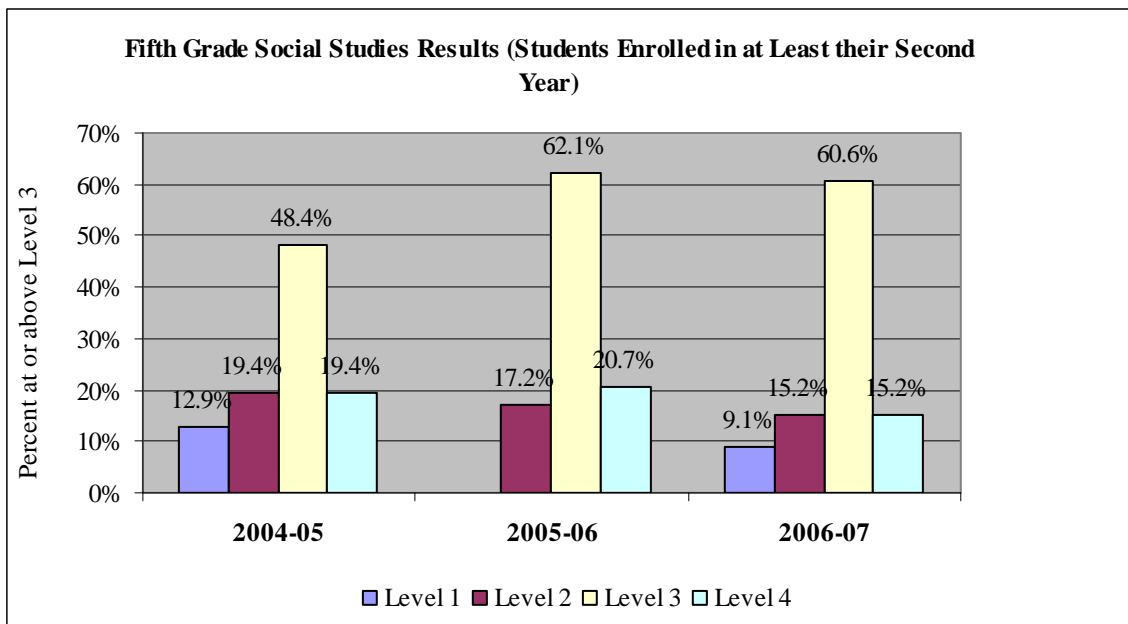
Year	Grade	Number of Students Tested in Grade 5		Total Enrolled
		Not Tested*	Total Tested	
2003-04	5	n/a	n/a	n/a
2004-05	5	1	49	50
2005-06	5	2	44	46
2006-07	5	0	51	51

#### B. Results

Following is a table that presents the test results for all students at Buffalo United and for those students enrolled in at least their second year.

Year	Population	Percent of Fourth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3 & 4	
2003-04	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in at least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
2004-05	All Students	16.3%	20.4%	51.0%	12.2%	63.3%	49
	Students in at least 2 <sup>nd</sup> Year	12.9%	19.4%	48.4%	19.4%	67.7%	31
2005-06	All Students	6.8%	11.4%	59.1%	22.7%	81.8%	44
	Students in at least 2 <sup>nd</sup> Year	0%	17.2%	62.1%	20.7%	82.8%	29
2006-07	All Students	7.7%	15.4%	63.5%	13.5%	76.9%	51
	Students in at least 2 <sup>nd</sup> Year	9.1%	15.2%	60.6%	15.2%	75.8%	33

The following chart displays the results at each performance level of grade 5 students enrolled in at least their second year at Buffalo United.



In 2004-05, 67.7% of grade 5 students enrolled in at least their second year were identified as proficient on the New York State Social Studies Assessment. In 2005-06, the school increased its percentage of students identified as proficient 15.0 percentage points to 82.8%. In 2006-07, the school had 75.8% of its grade 5 students enrolled in at least their second year perform at or above Level 3 on the assessment.

### C. Evaluation

Buffalo United did not meet this absolute measure during the 2004-05 school year. The school, however, did meet the measure during the 2005-06 and 2006-07 school year.

### D. Additional Evidence

None.

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

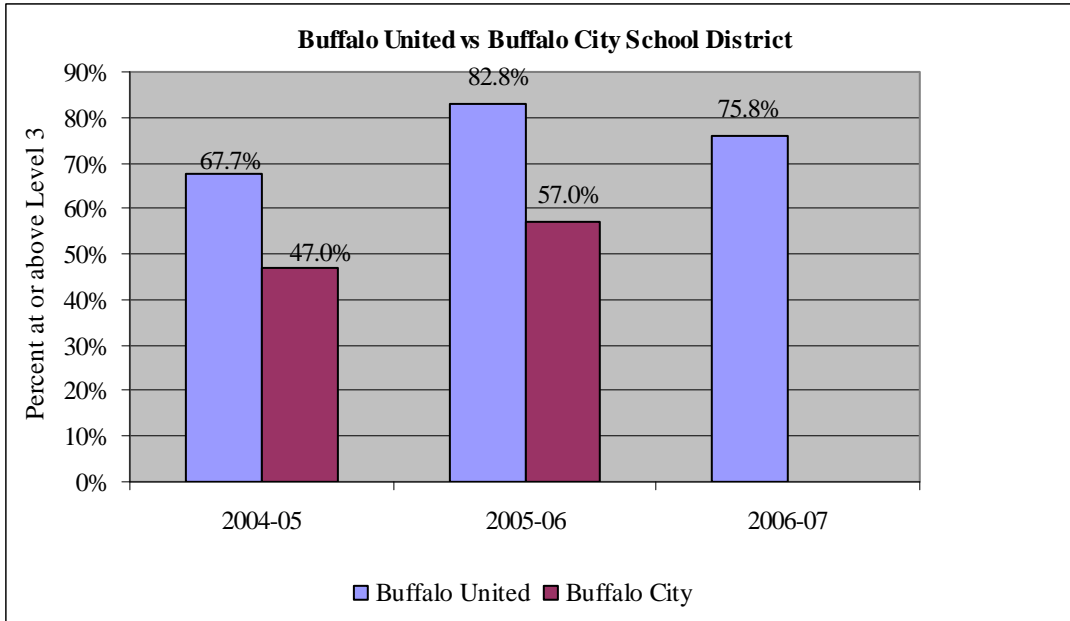
#### A. Method

Each year, the percentage of Buffalo United students enrolled in at least their second year and performing at or above Level 3 will exceed Buffalo City School District students performing at or above Level 3 on the NYS Social Studies Assessment. The purpose of the comparative measure is to illustrate that Buffalo United social studies instruction enables its students to achieve at a level equal to or greater than the local school district.

Baseline data were established during the 2004-05 school year and serves as the basis for measuring progress toward that measure. Students complete the Social Studies exam on an annual basis.

#### B. Results

The following chart displays the percentage of Buffalo United students enrolled in at least their second year that performed at Levels 3 or 4 on the Social Studies Assessment compared to students in the same grade at Buffalo City School District.



In 2004-05, Buffalo United outperformed Buffalo City School District by 20.7 percentage points. In 2005-06, Buffalo United grade 5 students outperformed Buffalo City School District grade 5 students by 25.8 percentage points.

In 2006-07, 75.8% of Buffalo United’s grade 5 students enrolled in at least their second year were identified as proficient. Data relating to the 2006-07 results for Buffalo City School District is not available at this time. Therefore, Buffalo United is unable to determine whether this measure was met for the 2006-07 school year.

C. Evaluation

Buffalo United met this measure during the 2004-05 and 2005-06 school years. Data from the 2006-07 Social Studies Assessment for Buffalo City School District is not available at this time. Therefore, Buffalo United cannot provide the results from this past year’s assessment for Buffalo City School District.

D. Additional Evidence

None.

**SUMMARY**

In 2004-05, 2005-06, and 2006-07 Buffalo United’s students performed very well on the Social Studies Assessment. The school is making progress toward meeting its goal that students will be proficient in Social studies. The following table summarizes our performance on the outcome measures.

Measure	Type	Test	2006-07 Result
75% at Levels 3 & 4	Absolute	State Social Studies Exam	Measure met
Outperform the District	Comparative	State Social Studies Exam	n/a – data for BCSD is not yet available

## **ACTION PLAN**

Buffalo United met its Absolute Measure during the 2006-07 school year. Data relating to the Comparative Measure is not yet available for Buffalo City School District. While Buffalo United’s leadership is pleased with the Social Studies Assessment results, the school is committed to all of its students. Buffalo United will continue working to improve student proficiency until all students are identified as proficient.

### **Additional Required Academic Measure**

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

#### A. Method

Each year, schools are evaluated to determine if they have made Adequate Yearly Progress (“AYP”) under the state’s NCLB accountability system. This is based on the percent of students tested and whether its School Performance Index, both in the aggregate and for specific sub-populations, meets the effective Annual Measureable Objective (“AMO”). The system also includes mitigating factors that may enable a school to make AYP even if it has not made its AMO, including a safe harbor provision, the calculation of an *effective* AMO, and an analysis only of results for students who have been continuously enrolled. Performance on the state’s science exam is also factored into the AYP analysis.

A school is deemed to be in “Good Standing” for the school year in question if it has not failed to make AYP in either ELA or math for the previous two consecutive years.

#### B. Results

According to the Accountability Report and Overview issued by the State, Buffalo United has been deemed a *Charter School in Good Standing* in 2004-05 and 2005-06. Data for the 2006-07 school year is not available at this time.

#### C. Evaluation

Buffalo United’s Performance Index for ELA and math exceed that AMO in 2004-05 and 2005-06. Buffalo United also exceeded the state standard in

science 2004-05 and 2005-06. As such, Buffalo United has made Adequate Yearly Progress in all three subjects and is a charter school in good standing.