



BUFFALO UNITED

A PUBLIC CHARTER SCHOOL MANAGED
BY NATIONAL HERITAGE ACADEMIES

**BUFFALO UNITED
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By the
Buffalo United Charter School
Board of Trustees
325 Manhattan Avenue
Buffalo, NY 14214

National Heritage Academies prepared this 2013-14 Accountability Progress Report on behalf of the school's Board of Trustees;

Trustee's Name	Board Position
Arthur Traver	President <ul style="list-style-type: none"> • Complaints Committee • Finance Committee
Gregory Dearlove	Vice President <ul style="list-style-type: none"> • Wrap-Around Services Committee
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Taharka Odinga	Trustee <ul style="list-style-type: none"> • Parent Committee • Wrap-Around Services Committees

Tammy Messmer has served as the principal since December 2008.

INTRODUCTION

The entire Buffalo United Charter School community continues to be driven by the mission we adopted when we first sought a charter in 2002 – *to offer Buffalo’s families and students a public charter school that focuses on high academic achievement and instills in all students a sense of family, community and leadership.*

We started in 2003 by serving 243 students in grades K-4, and we have added one grade level each year. In fall 2014, we will serve 707 students in grades K-8, of whom 91 percent qualify for free or reduced price lunch.

Buffalo United is located at 325 Manhattan Avenue and serves students in kindergarten through eighth grade. Buffalo United is committed to providing a high quality education, with a strong Moral Focus component, to all of its students. We believe that all students can achieve success, and as such, we continue to focus on improving the level of knowledge of each child with the goal of ensuring all students are prepared to enter a demanding high school program.

From the beginning, we have consistently and faithfully adhered to the key design elements of our educational program, which are outlined below.

- *Academic Excellence:* At Buffalo United, we believe that a quality K-8 education sets the foundation for a students’ success in high school, college and beyond. Because of this, Buffalo United has and will continue to focus on high academic achievement for all students.
- *Moral Focus:* Buffalo United believes that a great school develops both a student’s heart and a student’s mind. As such, a Moral Focus program is being implemented to support our parents’ efforts to teach character at home by reinforcing and modeling universal human virtues – such as compassion, respect and integrity.
- *Parental Partnerships:* Buffalo United believes that parental involvement is a key factor in a student’s success. Research shows that active parental involvement improves a child’s success in school. In order to foster strong partnerships with its parents, Buffalo United offers a number of means by which it proactively engages with parents and invites them to be involved in both school activities and the education of their child.
- *Student Responsibility:* A critical component of the parent-teacher-child partnership is the role the child plays on his or her academic success. From kindergarten through the 8th grade, Buffalo United students are taught to act responsibly and take accountability for their actions and learning. Buffalo United places high expectations on its students so that they learn at a young age that strong character is developed through personal responsibility.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	66	53	76	70	73	63	67	74	70	-	-	-	-	612
2011-12	80	67	61	78	76	78	71	73	75	-	-	-	-	659
2012-13	73	70	71	60	76	77	76	65	73	-	-	-	-	641
2013-14	74	82	75	77	62	77	78	76	75	-	-	-	-	676

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English Language Arts.

Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission¹.

We are implementing new curricular tools to better support implementation of the state's Common Core standards in English language arts.

- In the 2013-14 school year, we used these tools in middle school. We purchased Holt Literature for grades six and above.
- In the 2014-15 school year, we will use Reading Street in grades K-5.

Extensive professional development has been provided to our teachers to support their effective use of these new tools in the classroom. We will continue to provide our staff with training and support through this transition.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

¹ When the school opened in fall 2010, the curriculum was built around the New York State Learning Standards. It has since been updated to reflect the State's adoption of the Common Core Learning Standards for ELA and math.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	75	0	0	0	75
4	71	0	0	0	71
5	76	0	0	0	76
6	77	0	0	0	77
7	77	0	0	0	77
8	74	0	0	0	74
All	450	0	0	0	450

Results

In 2013-14, 16 percent of students enrolled in at least their second year at Buffalo United scored at or above Level in English language arts on the NY state exam.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	17%	75	23%	56
4	27%	71	32%	49
5	8%	76	7%	55
6	13%	77	17%	60
7	5%	77	7%	60
8	8%	74	11%	54
All	13%	450	16%	334

Evaluation

Buffalo United did not meet this measure. With 16 percent of second-year students scoring at or above Level 3 the School was well below its accountability goal of 75 percent.

Additional Evidence

The percentage of second year students scoring at or above level three in English Language Arts increased by three percentage points from 2012-2013 to 2013-2014, showing that Buffalo United made measureable progress toward this goal.

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.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	69%	58	6%	36	23%	56
4	88%	60	20%	64	32%	49
5	74%	53	17%	53	7%	55
6	68%	47	13%	56	17%	60
7	83%	52	14%	44	7%	60
8	38%	65	5%	61	11%	54
All	69%	335	13%	314	16%	334

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI 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 PLI is 200.³

Results

Buffalo United did not meet the goal of an AMO of 89.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
450	46%	42%	12%	1%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 42 & + & 12 & + & 1 & = & 55 \\
 & & & & 12 & + & 1 & = & \underline{13} \\
 & & & & & & \text{PLI} & = & 68
 \end{array}$$

³ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

Buffalo did not meet this goal, falling 21 points below the threshold of 89.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency 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

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

Results

In 2013-14, 16 percent of Second year students at Buffalo United scored at level three on the state test, which was four percentage points higher than the local district.

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	23%	56	13%	2302
4	32%	49	15%	2341
5	7%	55	9%	2427
6	17%	60	10%	2362
7	7%	60	11%	2504
8	11%	54	14%	2331
All	16%	334	12%	14,267

Evaluation

Buffalo United met this measure, with an aggregate percent of proficient students four percentage points higher than the local district. However results were uneven, with grades 5, 7, and 8 not outperforming the local district.

Additional Evidence

Buffalo United has met this measure and consistently done so over the last five years.

⁴ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	52%	27%	6%	12%	23%	13%
4	70%	31%	20%	11%	32%	15%
5	55%	27%	17%	10%	7%	9%
6	40%	31%	13%	12%	17%	10%
7	21%	26%	14%	11%	7%	11%
8	25%	25%	5%	14%	11%	14%
All	44%	28%	13%	11%	16%	<u>12%</u>

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁵

Method

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

Buffalo United did not meet this measure in 2012-13 with a comparative performance of lower than expected.

⁵ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		58	5.2	14.9	-9.7	-0.82
4		75	21.4	17.5	3.9	0.33
5		75	13.3	17.4	-4.1	-0.35
6		74	10.9	11.3	-0.4	-0.05
7		69	8.7	14.7	-6.0	-0.61
8		75	4.0	11.8	-7.8	-0.81
All		93.4	426	10.8	14.6	-3.8

School's Overall Comparative Performance:
<i>Lower than Expected</i>

Evaluation

Buffalo United did not meet this measure in 2012-13 with an effect size of -0.36.

Additional Evidence

Buffalo United met this measure in 2011-12, but did not meet this in 2012-13.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	83.0%	424	35.2	32.5	0.15
2011-12	3-8	83.3%	429	43.1	34.8	0.51
2012-13	3-8	93.4%	426	10.8	14.6	-0.36

Goal 1: Growth Measure⁶

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁷

Results

Buffalo United did not meet this goal in the aggregate, but had a high MGP in 4th grade, which was the only grade to meet the target. The school’s aggregate MGP was 47.5, which was 2.5 MGP points below the target of 50.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	--	50.0
4	61	50.0
5	41	50.0
6	43.5	50.0
7	44.5	50.0
8	46.5	50.0
All	47.5	50.0

Evaluation

Buffalo United did not meet this goal in 2012-13. Their MGP was 47.5, which was 2.5 MGP points below the target of 50. In 2011-12 Buffalo United met this goal with a strong MGP score of 55.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Average
	2010-11 ⁸	2011-12 ⁷	2012-13	
3			--	50.0
4			61	50.0
5			41	50.0
6			43.5	50.0
7			44.5	50.0
8			46.5	50.0
All	41.0	55.3	47.5	50.0

⁷ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

⁸ Grade level results not available.

Summary of the English Language Arts Goal

Buffalo United met one of the five goals in the accountability plan and demonstrated progress toward meeting the absolute proficiency 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 proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's 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 proficiency on the state English language arts exam will be greater than that of 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 English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

- Implement new curriculum programs, Reading Street (K-5) and Holt Literature (6-8), that are better aligned with the Common Core standards.
- Students will also continue using the Accelerated Reader (AR) program at BUCS. This will help students increase fluency and comprehension on the Common Core State Assessments. A stronger emphasis will be placed on AR. The school will work with parents to get library cards for all students to encourage more trips to the library.
- Ongoing professional development will be offered to staff members that will include a focus on creating rigorous assessments, increasing the level of questioning, incorporating college and career ready skills, incorporating mathematical practices, and a focus on writing short and extended responses
- Communication with parents will also be a focus to address achievement challenges. Parents will be notified of important test dates and how to prepare his/her child at home through parent workshops. Parent workshops will also be provided to update parents on the changes of the Common Core and what is expected for the test. During parent/teacher conferences, parents will receive important resources and strategies to use at home.
- Academic specialists work in the classroom with students who are performing between the 0 and 10th percentile. Teachers and academic specialists utilize the Northwest Evaluation Association (NWEA), mock test, and formative data to individualize and drive instruction. An

additional at-risk teacher will be assigned to the seventh and eighth grade to address the lack of growth in those grades.

- The Response to Intervention program will be expanded. This is a tiered program that provides intervention services for students performing below grade level. Frequent progress monitoring and Aims Web will be used for students in the Response to Intervention program.
- To increase the effective instruction to the English Language Learner (ELL) population, the foreign language teacher will assist the students in core subjects. During our One-On-One Observations, instructional strategies are discussed with the teacher to ensure ELL students are receiving effective instruction. Classroom teachers frequently check for understanding with content vocabulary during each lesson. Rosetta Stone and a new edition of National Geographic-Level D were purchased to aid in the instruction of ELL students.
- Teachers will utilize graphic organizers to help students organize writing.
- Teachers will have students write one extended response a week utilizing multiple non-fiction texts.
- Teachers will analyze data from mock and NWEA tests. They will then participate in training on types of questions and how to increase the rigor of the questions they use in the classroom. Teachers will also review and utilize released test scores to better prepare students for the type of questions that will be asked on the state exam.
- Teachers will participate in training on strategies for how to teach strong writing in order to improve extended responses.

MATHEMATICS

Goal 2: Mathematics

Students will be proficient in Mathematics.

Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission⁹.

We are implementing new curricular tools to better support implementation of the state's Common Core standards in math.

- In the 2013-14 school year, purchased Big Ideas Math for grades six and above.
- In the 2015-16 school year, we will implement Math Expressions in grades K-5.

Extensive professional development has been provided to our teachers to support their effective use of these new tools in the classroom. We will continue to provide our staff with training and support through this transition.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

⁹ When the school opened in fall 2010, the curriculum was built around the New York State Learning Standards. It has since been updated to reflect the State's adoption of the Common Core Learning Standards for ELA and math.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹⁰			Total Enrolled
		IEP	ELL	Absent	
3	72	0	0	0	72
4	69	0	0	2	71
5	75	0	0	1	76
6	77	0	0	0	77
7	76	0	0	0	76
8*	48	0	0	27	75
All*	417	0	0	30	447

**Does not include 27 students who took the algebra regents exam.*

Results

In 2013-14, 32 percent of students in their 2nd year scored at or above a Level 3 on the NY state math exam

**Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	26%	72	29%	55
4	48%	69	47%	47
5	33%	75	37%	54
6	25%	77	30%	60
7	29%	76	34%	59
8	2%	48	3%	30
All	29%	417	32%	305

Evaluation

Buffalo United did not meet this measure. With 32 percent of students scoring at or above Level 3 the School did not meet the 75 percent threshold.

Additional Evidence

Buffalo United has shown progress on this measure, with the percentage of proficient students increasing eight percentage points over 2012-13.

¹⁰ 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.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100%	58	8%	36	29%	55
4	93%	60	42%	64	47%	47
5	89%	53	9%	53	37%	54
6	92%	47	20%	56	30%	60
7	100%	52	30%	44	34%	59
8	100%	65	28%	61	3%*	30*
All	95.8%	335	24%	314	32%	305

**Does not include 8th grade students taking the algebra regents exam*

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI 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 PLI is 200.¹¹

Results

Buffalo United met the AMO goal of 86 with a PI of 97, 11 points higher than the goal.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
335	30	41	20	8

$$\begin{array}{rclclclcl}
 \text{PI} & = & 41 & + & 20 & + & 8 & = & 69 \\
 & & & & 20 & + & 8 & = & 28 \\
 & & & & & & \text{PLI} & = & 97
 \end{array}$$

¹¹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

Buffalo United met this goal, exceeding the target by 11 points.

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹²

Results

In 2013-14, 32 percent of 2+ year students scored at or above Level 3, compared to 13 percent of students enrolled in the district public school.

**2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	29%	55	16%	2347
4	47%	47	16%	2371
5	37%	54	13%	2417
6	30%	60	15%	2374
7	34%	59	10%	2471
8	3%*	30*	9%	2260
All	32%	305	13%	14240

**Does not include 8th grade students taking the algebra regents exam*

Evaluation

Buffalo United met this measure. With 32 percent of 2+ year students scoring at or above Level 3, the school outperformed the district public schools by 19 percentage points—more than doubling the district's proficiency rate.

¹² Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Additional Evidence

Since 2007-08 Buffalo United has consistently met this measure, outperforming the local district by a wide margin.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	60%	27%	8%	14%	29%	16%
4	80%	37%	42%	10%	47%	16%
5	68%	28%	9%	9%	37%	13%
6	51%	34%	20%	11%	30%	15%
7	90%	30%	30%	7%	34%	10%
8	82%	24%	28%	7%	3%*	9%
All	73%	30%	24%	10%	32%	13%

**Does not include 8th grade students taking the algebra regents exam*

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹³

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

¹³ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Results

Buffalo United met this measure in 2012-13. With a 0.32 Effect Size, the school met the threshold for 'higher than expected to a small degree.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		58	8.6	18.6	-10.0	-0.65
4		75	45.3	23.1	22.2	1.34
5		75	9.3	17.8	-8.5	-0.58
6		74	17.6	14.9	2.7	0.20
7		69	18.8	12.4	6.4	0.52
8		75	24.0	11.4	12.6	0.89
All	93.4	426	21.1	16.3	4.8	0.32

School's Overall Comparative Performance:

Higher than expected to a small degree

Evaluation

Buffalo United met this measure in 2012-13, and has done so for the last three years. While the effect size was lower than previous years, it met the threshold for higher than expected to a small degree.

Additional Evidence

Narrative provides a discussion of current and past performance in comparison to similar schools statewide.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	83%	423	57.2	45.0	0.61
2011-12	3-8	83%	427	71.2	47.4	1.14
2012-13	3-8	93.4%	426	21.1	16.3	0.32

Goal 2: Growth Measure¹⁴

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹⁵

Buffalo United had a MGP of 57, exceeding the threshold of 50 by seven points.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	--	50.0
4	68	50.0
5	42	50.0
6	43.5	50.0
7	68.5	50.0
8	65	50.0
All	<u>57</u>	50.0

Evaluation

Buffalo United met this measure. With a MGP of 57, the school was seven points above the threshold. Growth gains were not even across grades, with grades 5 and 6 not meeting the threshold of 50.

Additional Evidence

Buffalo United has consistently met this measure in math since its introduction.

¹⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁵ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁶	2011-12 ¹⁴	2012-13	Statewide Average
3			--	50.0
4			68	50.0
5			42	50.0
6			43.5	50.0
7			68.5	50.0
8			65	50.0
All	54.0	67.1	<u>57</u>	50.0

Summary of the Mathematics Goal

Buffalo United met 4 of the 5 math goals. On the goal of 75 percent proficient, the school made significant progress, increasing their percentage of students scoring proficient by eight percentage points.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's 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 proficiency on the state mathematics exam will be greater than that of 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 mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

- This year, Buffalo United has implemented the "Big Ideas" math curriculum aligned to the Common Core Learning Standards that will serve as a curricular tool for students in sixth through eighth grade. Math Expressions will be utilized in grades K-5.
- A school wide program called Math Maniacs will be implemented for students to focus on increasing math fluency to allow for more time to complete the test. Math Maniacs will

¹⁶ Grade level results not available.

increase fluency by encouraging students to memorize math facts and by tracking student progress.

- Ongoing professional development will be provided to staff members that will include a focus on creating rigorous assessments, increasing the level of questioning, incorporating college and career ready skills, incorporating mathematical practices, and a focus on writing short and extended responses.
- Communication with parents will also be a focus to address achievement challenges. Parents will be notified of important test dates and how to prepare his/her child at home through parent workshops. Parent workshops will also be provided to update parents on the changes of the Common Core and what is expected for the test. During parent/teacher conferences, parents will receive important resources and strategies to use at home.
- Academic specialists work in the classroom with students who are performing between the 0 and 10th percentile. Teachers and academic specialists utilize the NWEA, mock test, and formative data to individualize and drive instruction.
- The Response to Intervention program will be expanded. This is a tiered program that provides intervention services for students performing below grade level. Frequent progress monitoring and Aims Web will be used for students in the Response to Intervention program.
- To increase the effective instruction to the EL population, the foreign language teacher pushes in to assist the students in core subjects. During our One-On-Observations, instructional strategies are discussed with the teacher to ensure EL students are receiving effective instruction. Classroom teachers frequently check for understanding with content vocabulary during each lesson. Rosetta Stone and a new edition of National Geographic-Level D were purchased to aid in the instruction of EL students.
- Teachers will hold after school tutoring programs for students below grade level in math.

SCIENCE

Goal 3: Science

Students will be proficient in Science.

Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. As such, we implement a rigorous curricular program, including a robust system of assessment, which is built around the New York State Learning Standards (NYSL) for science and aligns with our mission. Staff is provided with professional development to support the implementation of the school's science curriculum.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2014. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

In 2013-14, 72 percent of 2nd year students scored at or above the Level 3 Cut Score in science.

Charter School Performance on 2013-14 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	49	97%	71
8	45%	53	43%	75
all	72%	102	69%	146

Evaluation

Buffalo United did not meet this measure. With 72 percent of students scoring at or above the Level 3 Cut Score, Buffalo United missed its accountability goal of 75 percent by three percentage points.

Additional Evidence

Buffalo United failed to meet this measure in 2013-2014 and 2012-2013 by three percentage points and two percentage points respectively, but met the measure in 2011-2012.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	97%	60	97%	63	100%	49
8	85%	65	49%	61	45%	53
All	90%	125	73%	124	72%	102

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year 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 in at least their second year and the results for the respective grades in the local school district.

Results

Buffalo United achieved a proficiency rate of 72 percent in science. Data for the district public schools is not yet available. Therefore, we are unable to compare Buffalo United scores to those of the district schools.

2013-14 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	49	Results Not Available	
8	45%	53		
All	72%	102		

Evaluation

Because data for district public schools has not yet been released, we are unable to determine if the School met this measure.

Additional Evidence

Because data for district public schools has not yet been released, we are unable to determine if the School met this measure for 2013-14. However, the school has consistently met this measure for the past several years. It outperformed the district public schools by significant margins during this time frame.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	97%	62%	97%	68%	100%	--
8	85%	40%	49%	40%	45%	--
All	90%	51%	73%	54%	72%	--

Summary of the Science Goal

Buffalo United did not meet the absolute goal, missing the target by three percentage points. However the school has continued to have a higher rate of proficiency than the local school district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved Historically

Action Plan

- Communication with parents will also be a focus to address achievement challenges. Parents will be notified of important test dates and how to prepare his/her child at home through parent workshops. During parent/teacher conferences, parents will receive important resources and strategies to use at home.
- Students will have an opportunity to practice with hands on experiments prior to the NY State Assessment.
- A mock exam will be administered in eighth grade to provide teachers with data.
- Professional Development will be provided to staff members that will include a focus on creating rigorous assessments, increasing the level of questioning, and incorporating college and career ready skills.

NCLB

Goal 4: NCLB

Under the state's NCLB Accountability system, the school's Accountability Status will be "Good Standing" each year.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

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 state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Buffalo United was considered a school in good standing.

Evaluation

The school has met this measure, being a school in good standing.

Additional Evidence

Provide a narrative reviewing the school's NCLB status during each year of the current Accountability Period.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

Not applicable. Buffalo United does not serve high school grades.

APPENDIX B: OPTIONAL GOALS

Not applicable. Buffalo United does not have non-academic goals.