

**The State Education Department**  
The University of the State of New York

**Office of Instructional Support and Development**  
Public School Choice Programs  
462 EBA  
Albany, New York 12234  
518-474-1762

*Charter School Annual Report*  
*2008 - 2009*

**Charter School Information and Cover Page**

**Name of Charter School** Buffalo United Charter School

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Buffalo, New York 14214

**Telephone** (716) 835-9862      **Fax** (716) 835-6272

**BEDS #** 140600860851

**District/CSD of Location** Buffalo City School District

**Charter Entity** Charter School Institute, The State University of New York

**Head of School (Contact Person)** Tammy Messmer  
(print name)

**E-mail address of contact person** [REDACTED]

**President, Board of Trustees** Diane Rowe  
(print name)

**E-mail address of Board President** [REDACTED]

**Phone number of Board President** [REDACTED]

**Student Assessment Data  
New York State Assessment Results  
Grades 3 – 8 ELA and Math  
2008-09 Annual Report**

Name of Charter School: Buffalo United Charter School

**Grades 3 – 8 State ELA Assessments Results**

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09	2.6	21.8	62.8	12.8	4.0	25.3	64.0	6.7	0.0	16.9	77.5	5.6	0.0	19.7	80.3	0.0	0.0	40.0	60.0	0.0	2.1	51.1	46.8	0.0
2007-08	2.7	25.7	67.6	4.1	9.7	33.3	56.9	0.0	1.4	12.2	86.5	0.0	0.0	25.0	66.7	8.3	0.0	52.0	48.0	0.0	2.3	51.2	41.9	4.7
2006-07	11.6	47.8	37.7	2.9	7.5	46.3	44.8	1.5	2.0	23.5	70.6	3.9	4.3	67.4	26.1	2.2	10.9	60.9	28.3	0.0	N/A			
2005-06	18.8	43.8	35.9	1.6	24.6	26.2	44.3	4.9	14.0	41.9	41.9	2.3	8.2	69.4	20.4	2.0	N/A							

**Grades 3 – 8 State Math Assessments Results**

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09	0.0	9.1	63.6	27.3	1.4	8.1	58.1	32.4	0.0	7.2	63.8	29.0	0.0	4.2	54.2	41.7	0.0	22.9	68.8	8.3	4.8	31.0	64.3	0.0
2007-08	1.3	10.5	72.4	15.8	0.0	4.2	67.6	28.2	0.0	4.1	52.7	43.2	2.1	12.8	40.4	44.7	0.0	20.4	51.0	28.6	2.3	18.6	69.8	9.3
2006-07	1.5	9.0	70.1	19.4	1.5	7.6	51.5	39.4	2.0	15.7	41.2	41.2	4.4	6.7	66.7	22.2	8.7	23.9	52.2	15.2	N/A			
2005-06	4.8	27.4	64.5	3.2	3.7	13.0	57.4	25.9	44.4	31.1	24.4	0.0	10.4	50.0	39.6	0.0	N/A							

**Other Student Assessment Data  
2008-09**

Name of Charter School: Buffalo United Charter School

Name of Test: Northwest Evaluation Association Measures of Academic Progress    **Subject:** Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Mean RiT)	Percent Attaining Above Grade Level	Score (Mean NCE)
2	Testing Window: April 27 - May 19	72	0	0	0	72	187.14	44.4%	46.01
3		77	0	0	0	77	194.78	39.0%	43.35
4		73	0	0	0	73	202.16	43.8%	44.35
5		69	1	0	0	68	208.79	39.7%	46.43
6		72	0	0	0	72	209.76	34.7%	42.45
7		48	1	0	0	47	214.47	42.6%	44.97
8		42	0	0	0	42	220.02	52.4%	48.27

\* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

Name of Test: Northwest Evaluation Association Measures of Academic Progress    Subtest: Language Usage

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (Mean RiT)	Percent Attaining Above Grade Level	Score (Mean NCE)
2	Testing Window: April 27 - May 19	72	0	0	0	72	188.94	44.4%	45.66
3		77	0	0	0	77	196.10	35.1%	42.52
4		73	0	0	0	73	203.60	39.7%	44.29
5		69	1	0	0	68	208.76	39.7%	44.79
6		72	1	0	0	71	212.32	33.8%	45.33
7		48	0	0	0	48	215.63	41.7%	46.55
8		42	0	0	0	42	220.50	50.0%	50.17

Name of Test: Northwest Evaluation Association Measures of Academic Progress    Subtest: Math

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (Mean RiT)	Percent Attaining Above Grade Level	Score (Mean NCE)
2	Testing Window: April 27 - May 19	72	0	0	0	72	187.21	38.9%	43.40
3		77	0	0	0	77	192.78	19.5%	33.65
4		73	0	0	0	73	207.60	42.5%	44.23
5		69	1	0	0	68	216.06	36.8%	45.66
6		72	0	0	0	72	219.06	38.9%	43.70
7		48	0	0	0	48	222.15	25.0%	42.36
8		42	0	0	0	42	225.74	23.8%	41.62

# **BUFFALO UNITED CHARTER SCHOOL**



## **Accountability Plan 2008-2011**

*Buffalo United Charter School will offer families and students a public charter school, which focuses on high achievement and instills a sense of family, community, and leadership within all of our students.*

**Buffalo United Charter School  
325 Manhattan Street  
Buffalo, NY 14214**

## **ACADEMIC GOALS**

### **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 will perform at or above Level 3 on the New York State Testing Program (NYSTP) ELA assessment.
- 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.
- 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.
- 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) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.
- 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.

### **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.
- 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.
- 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.

- 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) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.
- 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.

### **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.
- 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.

### **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.
- 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.

### **Additional Required Academic Measure**

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

# Buffalo United Charter School

2008-09 Accountability Plan Progress Report

08/3/2009  
Mrs. Diane Rowe – Board President  
325 Manhattan Avenue  
Buffalo, New York 14214  
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## Buffalo United Charter School 2008-09 Accountability Plan Progress Report

Ms. Tammy Messmer prepared this 2008-09 Accountability Plan Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
Diane Rowe	Board President
Dottie Bellante	Vice President
Lester Hoeflich	Treasurer
Art Traver, Jr.	Co-Treasurer
Paul Joyce	Secretary
Madonna Buscaglia	Trustee
Antwan Barlow	Trustee

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## Introduction

Buffalo United Charter School (“Buffalo United”) was initially chartered by The State University of New York Trustees in July 2002. It was subsequently approved by the New York State Board of Regents in September of that year. After taking an initial planning year, the school began operation in fall 2003 serving 234 students in grades K-4. Buffalo United added one grade level per year, as outlined in its initial charter. In the fall of 2007, Buffalo United added 8<sup>th</sup> grade, thus reaching its peak grade level. The school served 597 K-8 students during the 2008-09 school year.

The school is located at 325 Manhattan Avenue. The school facility provides ample room for all of the school’s classrooms, as well as the library, gymnasium, technology center, and office space. It also provides a parent-room—an area set-aside specifically for parent use—for school families. A facility addition was completed in 2006 in order to accommodate the school’s expansion to include seventh and eighth grade.

Buffalo United has improved its performance since it was originally chartered. Following are some highlights in regards to the school’s performance:

- Buffalo United recently received a three-year renewal from the Charter Schools Institute (CSI).
- Buffalo United was named a “rapidly improving” school for the 2006-07 school year by the New York State Education Department.

Buffalo United’s student body is comprised of 97% Black, 2% Hispanic, and 1% White or Indian. Ninety-three percent of the students attending Buffalo United qualified for the National School Lunch Program.

The mission of Buffalo United is to:

*“offer families and students a public charter school, which focuses on high academic achievement and instills a sense of family, community, and leadership within all of our students.”*

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2003-04	39	50	46	49	50					234
2004-05	72	68	73	65	50	49				377
2005-06	64	67	73	61	54	45	48			412
2006-07	50	70	75	67	67	50	45	45		469
2007-08	59	62	74	76	70	74	47	49	43	554
2008-09	54	75	72	77	73	74	71	50	51	597

Note: Enrollment for years 2003-04 through 2007-08 is based on enrollment at the end of the school year. Enrollment for 2008-09 is based on the school’s enrollment on October 1, 2008.

## **English Language Arts**

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

### **Background**

The English Language Arts (“ELA”) curriculum provides students with the skills, strategies, and knowledge necessary for success in reading, writing, speaking, listening, and viewing. Indeed, a student’s mastery in all areas of ELA is a key component for learning in every content area. By interacting with a wide variety of texts, students develop their ability to think critically, communicate effectively, and make connections to the world around them.

Early reading instruction focuses on the building blocks of reading – phonemic awareness, phonics, vocabulary, comprehension, and fluency. These building blocks lay the foundation for the intellectual processes necessary for students to remember, understand, analyze, evaluate, and apply the ideas they encounter while reading.

In all grade levels, students read and view a variety of high-quality classic and contemporary texts, informational texts, and media (print and non-print). Students engage in the writing process to demonstrate their thinking and individual voice, producing works that include narrative, persuasive, expository, and expressive texts. Through writing and explicit instruction, students learn proper English language conventions and usage, including spelling, vocabulary, punctuation, capitalization, grammar, and penmanship.

The ELA curriculum also provides students with speaking, listening, and viewing instruction and practice to help foster the critical communication skills necessary in today’s world.

- 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) ELA assessment.

### **Method**

The school administered the New York State Testing Program English language arts assessment to students in third through eighth grade in January 2009. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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

**2008-09 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled*
		IEP	ELL	Absent	
3	78	0	0	0	78
4	75	0	0	0	75
5	71	0	0	0	71
6	71	0	0	1	72
7	50	0	0	0	50
8	47	0	0	0	47
<b>All</b>	<b>392</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>391</b>

\*Total Enrolled based on the total number of students enrolled on the date of the ELA exam.

**Results**

Overall, Buffalo United had 73% of students in at least their second year perform at Levels 3 or 4. Grades three through six, however, had 75% or higher of its second year students perform at Level 3 or above.

**Charter School Performance on 2008-09 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	3%	22%	63%	13%	76%	78
	Students in At Least 2 <sup>nd</sup> Year	3%	20%	66%	11%	77%	64
4	All Students	4%	25%	64%	7%	71%	75
	Students in At Least 2 <sup>nd</sup> Year	2%	22%	68%	8%	77%	60
5	All Students		17%	77%	6%	83%	71
	Students in At Least 2 <sup>nd</sup> Year		20%	74%	7%	80%	46
6	All Students		20%	80%		80%	71
	Students in At Least 2 <sup>nd</sup> Year		20%	80%		80%	60
7	All Students		40%	60%		60%	50
	Students in At Least 2 <sup>nd</sup> Year		38%	63%		63%	40
8	All Students	2%	51%	47%		47%	47
	Students in At Least 2 <sup>nd</sup> Year	3%	45%	53%		53%	38
All	All Students	2%	27%	67%	5%	71%	392
	Students in At Least 2 <sup>nd</sup> Year	1%	26%	68%	5%	73%	308

**Evaluation**

Buffalo United did not meet this measure. As an aggregate, 73% of students enrolled in their second year performed at Level 3 or above. Buffalo United only missed the measure by 2 percentage points. Notably, grades three through six had over 75% of its second year students perform at or above Level 3.

**Additional Evidence**

While Buffalo United did not meet this measure, the school came close to meeting the measure. In addition, the school has seen improvements over the course of its charter. Most notably, the percentage of students performing at Level 3 or above in 2006-07 was 45%. The school increased this to 73% in 2008-09, increasing the percentage of students identified as proficient by nearly thirty percentage points.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested
3			40%	47	42%	50	77%	52	77%	64
4	72%	39	53%	38	52%	42	54%	56	77%	60
5			46%	28	72%	32	84%	49	80%	46
6			24%	33	29%	31	75%	39	80%	60
7					29%	34	46%	35	63%	40
8							41%	32	53%	38
<b>All</b>	<b>72%</b>	<b>39</b>	<b>41%</b>	<b>146</b>	<b>45%</b>	<b>189</b>	<b>65%</b>	<b>263</b>	<b>73%</b>	<b>308</b>

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.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that one hundred percent of students will ultimately be proficient in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2008-09 is 133. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

During the 2008-09 school year, only 2% of students in grades three through eight performed at Level 1 on the English language arts exam. A majority of the students (72%), performed at Levels 3 and 4. Buffalo United’s Performance Index for 2008-09 was 171.

**Calculation of 2008-09 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	2%	27%	67%	5%	392

**Evaluation**

Buffalo United met the measure of exceeding the state’s AMO of 133. The school’s PI was 171, exceeding the goal by 38 points.

**Additional Evidence**

Buffalo United met the state’s AMO in 2005-06; the school exceeded the state’s AMO in 2006-07 by 14 points; in 2007-08, the school exceeded the state’s AMO by 30 points; and in 2008-09 the school exceeded the state’s AMO by 38 points. These results indicate that Buffalo United has seen year over year progress.

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-6	217	17%	44%	36%	3%	122	122
2006-07	3-7	279	8%	48%	42%	2%	136	122
2007-08	3-8	361	3%	31%	63%	3%	163	133
2008-09	3-8	392	2%	27%	67%	5%	171	133

**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 English language arts Exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

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

**Results**

The percentage of students enrolled in at least their second year performing at Level 3 or above was 73% for Buffalo United; the percentage of students attending Buffalo City Public Schools performing at or above Level 3 was 54%. Buffalo United outperformed Buffalo City Public Schools as an aggregate, as well as at each grade level.

**2008-09 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	77%	64	49%	2428
4	77%	60	54%	2433
5	80%	46	56%	2311
6	80%	60	64%	2261
7	63%	40	62%	2536
8	53%	38	43%	2434
<b>All</b>	<b>73%</b>	<b>308</b>	<b>54%</b>	<b>14403</b>

**Evaluation**

Buffalo United met the comparative measure. The school exceeded Buffalo City's aggregate performance by 19 percentage points. Most notably, grade three students at Buffalo United outperformed grade three students at Buffalo City by 28 percentage points.

**Additional Evidence**

Buffalo United met this measure each year. In 2006-07 the percentage of students performing at Level 3 or above was greater than the district by 10 percentage points. In 2007-08, the percentage of students enrolled in at least their second year performing at Level 3 or above was greater than the district by 23 percentage points. In 2008-09, Buffalo United exceeded the district by 19 percentage points.

**English Language Arts Performance of charter School and Local District  
By Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least 2 <sup>nd</sup> Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			40%	37.0%	42%	35%	77%	47%	77%	49%
4	72%	39%	53%	38.0%	52%	40%	54%	42%	77%	54%
5			46%	35.0%	72%	39%	84%	53%	80%	56%
6			24%	31.0%	29%	35%	75%	44%	80%	64%
7					29%	27%	46%	44%	63%	62%
8							41%	28%	53%	43%
<b>All</b>	<b>72%</b>	<b>39%</b>	<b>41%</b>	<b>35%</b>	<b>45%</b>	<b>35%</b>	<b>65%</b>	<b>42%</b>	<b>73%</b>	<b>54%</b>

**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) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

**Results**

Buffalo United achieved an Effect Size of 0.85. Their Effect Size was higher than expected to a large degree.

**2007-08 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3 & 4		Difference Between Actual and Predicted	Effect Size
			Actual	Predicted		
3		74	71.70	55.40	16.30	1.24
4		72	56.90	56.45	0.45	0.03
5		74	86.50	65.21	21.29	1.57
6		48	75.00	47.44	27.56	1.66
7		50	48.00	52.53	-4.53	-0.28
8		43	46.60	34.85	11.75	0.73
<b>All</b>	<b>76.5%</b>	<b>361</b>	<b>65.95</b>	<b>53.72</b>	<b>12.23</b>	<b>0.85</b>

**School's Overall Comparative Performance:**  
*Higher than expected to a large degree*

**Evaluation**

Buffalo United met this measure. The school's Effect Size was 0.85.

**Additional Evidence**

Buffalo United has seen year over year improvements for the past three years. In 2005-06, the Effect Size was -0.44, in 2006-07 the Effect Size was -0.14, and in 2007-08 the Effect Size was 0.85. For the 2007-08 school year, Buffalo United exceeded the predicted level by over ten percentage points.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-6	76.6	219	38.8	47.1	-0.44
2006-07	3-7	78.7	279	44.1	46.5	-0.14
2007-08	3-8	76.5	361	65.95	53.72	0.85
2008-09	3-8			n/a	n/a	n/a

- 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.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It also includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition,

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the aggregate of all cohorts is examined to determine the growth of all students who took a State exam in both years.

**Results**

Buffalo United had six cohorts; of the six cohorts tested, five cohorts achieved their target. Importantly, the aggregate of all cohorts also achieved its target.

**Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	61	71%	2%	75%	Yes
5	45	58%	9%	82%	Yes
6	61	83%	1%	80%	No
7	41	73%	1%	63%	No
8	38	49%	13%	53%	Yes
<b>All</b>	<b>246</b>	<b>68%</b>	<b>3%</b>	<b>72%</b>	<b>Yes</b>

**Evaluation**

Buffalo United did not meet this measure. Four of the six cohorts tested achieved their target, with one of them being the aggregate cohort. While grade six did not show positive growth, 80% of students performed at or above Level 3.

**Additional Evidence**

Buffalo United’s cohort of students performing at or above Level 3 on the ELA exam have improved since 2006-07. In 2006-07, only one cohort met its target; in 2007-08 two cohorts met their targets; and in 2008-09, four cohorts met their targets.

**Cohort Performance on State English Language Arts Exam Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-7	1	5
2007-08	4-8	2	6
2008-09	4-8	4	6

**Summary of the English Language Arts Goal**

Buffalo United’s student performance has increased since the 2006-07 administration of the ELA exam. This demonstrates that the school is continuing to improve and further increase student achievement.

Buffalo United did not meet its first absolute measure; however, 73% of students enrolled in their second year performed at or above Level 3, an 8 percentage point increase over the prior year. Buffalo United did meet its second absolute measure of exceeding the state’s AMO. The school met its first comparative measure of outperforming the local district, and it also met the second comparative measure. Buffalo United did not meet its value-added measure.

We recognize that Buffalo United must continue to improve its English language arts program and instruction in order to meet all of the ELA measures. Please see below for the action plan our school will put in place during the 2008-09 school year to increase student proficiency.

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

**Action Plan**

Buffalo United recognizes that the goal of having all students proficient in ELA has not been met. As a means to continue increasing student learning, the school identified specific areas of focus for each grade and created grade-level action plans to specifically address the areas in need of improvement.

Grade Level	Area of Focus	Action Plan
Kindergarten	Fluency and Vocabulary Development	<ol style="list-style-type: none"> <li>1. Paraprofessional will read decodable stories with students individually in addition to in class practice.</li> <li>2. Students will use blending strategies and high frequency words to create spelling sentences.</li> <li>3. Students will use vocabulary words from NHA, DesCartes, ELA, SS, and Science to create written sentences and stories.</li> <li>4. Students will visualize and use dramatic play to learn the vocabulary words.</li> <li>5. Each month, students will create a paragraph with high frequency words used in the month to complete written running records.</li> <li>6. Students will participate in quarterly celebrations with parents where they will share their reading (aloud) and writing achievements.</li> </ol>
1 <sup>st</sup> Grade	Fluency and Vocabulary Development	<ol style="list-style-type: none"> <li>1. Teachers will use fluency assessments and weekly assessments as formative assessment to adjust instruction based on students' needs.</li> <li>2. Students will participate in high frequency centers. They will practice high frequency words on flash cards with the paraprofessional.</li> <li>3. Students will use a word tile (blending) center during workshop time.</li> <li>4. Teachers will use semantic word sorts during instructional time.</li> <li>5. Students will receive instruction in using Context Clues to decode unfamiliar words.</li> <li>6. Students will use leveled books and readers.</li> </ol>
2 <sup>nd</sup> Grade	Fluency and Vocabulary Development	<ol style="list-style-type: none"> <li>1. Students will breakout weekly based on their RIT scores</li> <li>2. Students will participate in weekly vocabulary activities (Eg. 4 Square)</li> <li>3. Students will use the Accelerated Reading program.</li> <li>4. Students will use leveled books to improve reading fluency</li> <li>5. Teachers will create assessments based on reading skills and strategies. Use these assessments as formative assessments in order to plan for future instructional needs.</li> <li>6. Students will work with a Paraprofessional to address students' fluency, comprehension, and NWEA targets.</li> <li>7. The second grade will use early intervention, based on DIBELS and NWEA scores, to immediately begin to address areas of concerns.</li> </ol>
3 <sup>rd</sup> Grade	Drafting and Revising	<ol style="list-style-type: none"> <li>1. "Share the Pen" activity will be incorporated more into lessons where the students correct each other's writing pieces.</li> <li>2. There will be more cross-curricular activities/lessons planned throughout the year.</li> </ol>

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		<ol style="list-style-type: none"> <li>3. Students will be taught several different mini-lessons before writing workshop.</li> <li>4. The Open Court grammar section will be utilized more to increase student achievement, in addition to supplemental materials to address their needs.</li> <li>5. There will be several teacher conferences with the students, as well as peer conferencing. This will assist the students in tracking their progress throughout the unit of study or throughout their writing piece.</li> <li>6. The use of formative assessment will be implemented more in the classrooms, in addition to the use of summative assessments, exit tickets, self assessments, etc.</li> <li>7. Teachers will continue to create action plans for the different subjects that will map out which students need help in which areas, when it will be reviewed and with whom, etc.</li> </ol>
<b>4<sup>th</sup> Grade</b>	Language Conventions	<ol style="list-style-type: none"> <li>1. Teachers will utilize DesCartes in the classrooms and use the information from it to put together small groups of students and address the skills that they need to focus on.</li> <li>2. The students will have access to various websites to increase their knowledge of the subject matter by using technology (ex. Study Island)</li> <li>3. Students will work on daily editing practice paragraphs and work through a weekly writing piece.</li> <li>4. The use of formative assessment will be implemented more in the classrooms, in addition to the use of summative assessments, exit tickets, self assessments, etc.</li> <li>5. Students will take more time to focus on grammar throughout the day (during assigned ELA/Writing periods) using a variety of supplemental materials, in addition to the grammar part of Open Court.</li> <li>6. Students will be taught different mini lessons related to the skills with which they are struggling with in their small groups. They will work through different examples together and track their progress throughout the units.</li> <li>7. Teachers will continue to create action plans for the different subjects that will map out which students need help in which areas, when it will be reviewed and with whom, etc.</li> </ol>
<b>5<sup>th</sup> Grade</b>	Language Conventions	<ol style="list-style-type: none"> <li>1. Teachers will utilize DesCartes in the classrooms and use the information from it to put together small groups of students and address the skills which they need to focus on.</li> <li>2. Students will have the opportunity to work through thematic units, where the skills and strategies are incorporated into every subject area, which in turn allows the students to see their relevance to what they are learning and how it all comes together.</li> <li>3. Students will have the opportunity to work in centers, where the work is created and filed based on different ability levels. This would then allow the students to see their progress through the different levels.</li> <li>4. Time in the day will be used for D.E.A.R. time and discussions around their books, related skills, struggling areas, etc.</li> <li>5. Teachers will continue to work with students in small groups, based on the needs of their students. This information will be taken from the NWEA, state assessments, formative and summative assessments, observations, etc.</li> <li>6. Teachers will continue to create action plans for the different subjects that will map out which students need help in which areas, when it will be reviewed and with whom, etc.</li> <li>7. The use of formative assessment will be implemented more in the classrooms, in addition to the use of summative assessments, exit tickets, self assessments, etc.</li> </ol>
<b>6<sup>th</sup> Grade</b>	Expository Text	<ol style="list-style-type: none"> <li>1. Once a month, students need to find and bring in an expository article that either extends the theme from the reading program or relates to Moral Focus.</li> <li>2. Teachers will use the formative assessment process when engaged in teaching Expository text.</li> <li>3. Teachers will keep track of student progress, at least every 2 weeks in Expository text, based on formal/informal assessments. This data will be aggregated monthly.</li> <li>4. Students will keep track of their progress on Expository/Informational text.</li> <li>5. Once monthly, teachers will examine student work related on Expository/Informational Text.</li> <li>6. Students will construct bibliographies for S.S. 2 weeks out of every quarter.</li> <li>7. Once a week, students will examine bibliographies from famous people relating to the U.S.</li> <li>8. Once a week, students will find definitions in glossaries.</li> <li>9. Once every 2 weeks, students will do a picture walk to find information as it relates to the topic at hand.</li> </ol>
<b>7<sup>th</sup> Grade</b>	Comprehension	<ol style="list-style-type: none"> <li>1. Students will use of graphic organizers to break down complex text.</li> <li>2. Students will use expository essays to give justification for reading selected text.</li> <li>3. Students will participate in debates to compare and contrast two different texts.</li> <li>4. Students will defend or rebut facts gleaned from text by using prior knowledge to compose an argument.</li> <li>5. Students will use storyboarding to generate and explain visual images.</li> <li>6. Students will use journal responses to form personal opinions and responses.</li> <li>7. Students will write to the author giving opinions and responses to the text.</li> <li>8. Students will use a complex story map to break down structure and diction.</li> <li>9. Students will recognize why and how an author uses certain words by completing a weekly vocabulary study with an end of the week quiz.</li> <li>10. Students will be assessed formally and informally with progress monitored daily and</li> </ol>

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<p><b>8<sup>th</sup> Grade</b></p>	<p>Language Conventions</p>	<p>weekly.</p> <ol style="list-style-type: none"> <li>1. By using the Do Now, students will label the different parts of speech in a sentence.</li> <li>2. Students will develop a newspaper article using the correct verb tenses.</li> <li>3. Students will debate their side on which part of speech is more important in a sentence.</li> <li>4. Students will create a brochure about their career choice in the future.</li> <li>5. Students will write a biography including all tenses during their lifetime.</li> <li>6. Students will create a piece about a time machine where they must go to different time periods (past, present, future).</li> <li>7. Teachers will instruct students how to color code the different parts of speech to gain ownership.</li> <li>8. Students will write a declarative sentence, then have students create numerous types of sentences from it (int, exc, imp, compound, compound complex, etc.) to show the tense changes.</li> <li>9. Students will create a cooking recipe using the different parts of speech for clarity and description.</li> </ol>
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## Mathematics

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

### Background

To prepare students for mathematical skills they will need in everyday life, as well as for the rigors of high school and post-high school mathematics, a strong mathematics curriculum that emphasizes computational and procedural skills, problem solving, communicating, reasoning and proof, making connections, and using representations is implemented.

As students gain fluency in computational and procedural skills, they develop a deeper understanding of the mathematical concepts and reasoning required for problem solving. Students learn to represent and communicate ideas through the use of signs, symbols, models, graphs, mathematical terms, and through writing. Students investigate and analyze problems and possibilities using logical thinking, reasoning, and proofs. Connections among mathematical ideas, as well as connections to other subject areas are explored. Mathematical thinking, problem solving, and reasoning skills and strategies are refined in topic areas.

- 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.

### Method

The school administered the New York State Testing Program mathematics assessment to students in third through eighth grade in March 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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

**2008-09 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled*
		IEP	ELL	Absent	
3	77	0	0	0	77
4	74	0	0	0	74
5	69	0	0	0	69
6	72	0	0	0	72
7	48	0	0	0	48
8	42	0	0	0	42
<b>All</b>	<b>382</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>382</b>

\*Total Enrolled based on the total number of students enrolled on the date of the math exam.

### Results

All students and students enrolled in at least their second year at Buffalo United performed

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above 75% on the math exam, thus meeting the measure. The composite score for all grades was 88% of students performing at Level 3 or 4.

### Charter School Performance on 2008-09 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3 & 4	
3	All Students		9%	64%	27%	91%	77
	Students in At Least 2 <sup>nd</sup> Year		11%	63%	27%	89%	64
4	All Students	1%	8%	58%	32%	91%	74
	Students in At Least 2 <sup>nd</sup> Year	2%	7%	54%	37%	92%	59
5	All Students		7%	64%	29%	93%	69
	Students in At Least 2 <sup>nd</sup> Year		7%	69%	24%	93%	45
6	All Students		4%	54%	42%	96%	72
	Students in At Least 2 <sup>nd</sup> Year		3%	54%	43%	97%	61
7	All Students		23%	69%	8%	77%	48
	Students in At Least 2 <sup>nd</sup> Year		18%	74%	8%	82%	38
8	All Students	5%	31%	64%		64%	42
	Students in At Least 2 <sup>nd</sup> Year	6%	28%	67%		67%	36
All	All Students	1%	12%	62%	26%	87%	382
	Students in At Least 2 <sup>nd</sup> Year	1%	11%	62%	26%	88%	303

#### Evaluation

Buffalo United met the absolute measure of having 75% of students enrolled in at least their second year perform at or above Level 3 on the math exam. Buffalo United not only met the goal, but the students exceeded the goal by 13 percentage points.

#### Additional Evidence

Buffalo United has seen improvements since the new state testing system was introduced in 2005-06. Since that time, the school has increased the percentage of second year students performing at or above Level 3 by 34 percentage points.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested
3			67%	46	96%	50	88%	52	89%	64
4	77%	39	82%	34	93%	42	98%	56	92%	59
5			17%	30	81%	32	98%	49	93%	45
6			38%	32	90%	31	84%	38	97%	61
7					74%	34	80%	35	82%	38
8							75%	32	67%	36
All	77%	39	54%	142	88%	189	89%	262	88%	303

- 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.

#### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly

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progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that one hundred percent of students will ultimately be proficient in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s mathematics AMO, which for 2008-09 is 102. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

Buffalo United had all but 13% of its students perform at Level 3 or 4. Only 1% of the student body performed at Level 1.

**Calculation of 2008-09 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	1%	12%	62%	26%	382

**Evaluation**

Buffalo United met this measure. The school’s PI for 2008-09 was 188, exceeding the AMO by 86 points.

**Additional Evidence**

Buffalo United has exceeded the state’s AMO each year since 2005-006. Most notably, the percentage of students performing at Level 4 has increased more than 100% since 2005-06. Also, the percentage of students performing at Level 3 has increased by two to three percentage points each year since 2006-07.

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-6	209	14%	30%	48%	8%	142	86
2006-07	3-7	275	3%	12%	57%	28%	182	86
2007-08	3-8	360	1%	10%	60%	29%	188	102
2008-09	3-8	382	1%	12%	62%	26%	188	102

- 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.

**Method**

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

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second year at the school and the total result for all students at the corresponding grades in the school district.

**Results**

The percentage of Buffalo United students enrolled in at least their second year performing at or above Level 3 was greater than the local district in every grade tested and as an aggregate.

**2008-09 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	89%	64	75%	2472
4	92%	59	64%	2478
5	93%	45	62%	2355
6	97%	61	57%	2309
7	82%	38	63%	2601
8	67%	36	58%	2503
<b>All</b>	<b>88%</b>	<b>303</b>	<b>63%</b>	<b>14718</b>

**Evaluation**

Buffalo United met this measure. In every grade, the percentage of second year students performing at Level 3 or above was higher than that of the local district. The school exceeded the local district as an aggregate by 25 percentage points.

**Additional Evidence**

Students enrolled in at least their second year at Buffalo United have outperformed the local district every year. Buffalo United continues to increase the percentage of students enrolled in at least their second year performing at Level 3 or above.

**Mathematics Performance of charter School and Local District  
By Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least 2 <sup>nd</sup> Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			67%	40%	96%	43%	88%	66%	89%	75%
4	77%	67%	82%	47%	93%	44%	98%	53%	92%	64%
5			17%	27%	81%	38%	98%	50%	93%	62%
6			38%	27%	90%	38%	84%	49%	97%	57%
7					74%	29%	80%	50%	82%	63%
8							75%	34%	67%	58%
<b>All</b>	<b>77%</b>	<b>67%</b>	<b>54%</b>	<b>35%</b>	<b>88%</b>	<b>38%</b>	<b>89%</b>	<b>50%</b>	<b>88%</b>	<b>63%</b>

**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) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

**Results**

Buffalo United’s students performed better than predicted in every grade and as a composite on the math assessment. The school’s predicted performance level was 70.60; their actual performance level was 88.62, thus performing better than expected to a large degree. The aggregate Effect Size for Buffalo United for 2007-08 was 1.10.

**2008-09 Mathematics Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3 & 4		Difference Between Actual and Predicted	Effect Size
			Actual	Predicted		
3	76.47	76	88.20	83.73	4.47	0.40
4		71	95.80	74.85	20.95	1.48
5		74	95.90	73.41	22.49	1.41
6		47	85.10	65.22	19.88	1.09
7		49	79.60	62.45	17.15	0.95
8		43	79.10	50.70	28.40	1.39
All		360	88.62	70.60	18.02	1.10

**School’s Overall Comparative Performance:**  
*Higher than expected to a large degree*

**Evaluation**

Buffalo United met this measure. As an aggregate, the school performed higher than expected to a large degree. The goal was to have an aggregate Effect Size that exceeded 0.3; the school’s Effect Size was 1.10. Each grade exceeded their predicted level; the school as an aggregate exceeded their predicted level by 18.02 points.

**Additional Evidence**

In 2005-06, the school’s Effect Size was smaller than 0.3, thus the school did not meet the measure. The school increased its Effect Size by 1.14 to achieve an Effect Size of 1.20 for the 2006-07 school year. In 2007-08, the school achieved an Effect Size of 1.10. For the past two school years the school performed higher than expected to a large degree.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-6	76.6	209	56	55.8	0.06
2006-07	3-7	78.7	275	84.7	62.8	1.20
2007-08	3-8	76.47	360	88.62	70.60	1.10
2008-09	3-8			n/a	n/a	n/a

- 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.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It also includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

One of the six cohorts achieved their target scores. While five cohorts did not show positive growth, each cohort had more than 75% of the students perform at Level 3 or 4. The aggregate of all cohorts met their target of 88%.

**Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	61	92%	Positive growth	92%	No
5	44	98%	Positive growth	95%	No
6	62	95%	Positive growth	97%	Yes
7	39	85%	Positive growth	77%	No
8	36	86%	Positive growth	67%	No
All	242	92%	Positive growth	88%	No

**Evaluation**

Buffalo United did not meet this measure. One of the six cohorts demonstrated positive growth. All of the cohorts except the grade eight cohort, however, had 75% or more of its students perform at Level 3 or 4.

**Additional Evidence**

Buffalo United had four cohorts meet its target in both 2006-07 and 2007-08. In 2007-08, the one cohort that did not meet its target still had over 75% (80%) of its second year

student perform at Level 3 or above. In 2008-09, the school had five of the six cohorts perform above 75%. While the school did not meet the measure during the 2008-09 school year, the school still had a large number of its cohort students performing at or above Level 3.

**Cohort Performance on State Mathematics Exam  
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-7	4	5
2007-08	4-8	4	6
2008-09	4-8	1	6

**Summary of the Mathematics Goal**

Buffalo United met four of its five mathematics measures. Buffalo United met both of its absolute measures and both of its comparative measures. The only measure the school did not meet was the value-added measure. Despite the school not meeting this measure, five of the six cohorts had 75% or more of its students perform at or above Level 3.

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

**Action Plan**

Buffalo United recognizes that the goal of having all students proficient in mathematics has not been met. As a means to continue increasing student learning, the school identified specific areas of focus for each grade and created grade-level action plans to specifically address the areas in need of improvement.

Grade Level	Area of Focus	Action Plan
Kindergarten	Addition and Subtraction	<ol style="list-style-type: none"> <li>1. Students will practice addition and subtraction skills daily during Math Meeting Time.</li> <li>2. Teachers will review the “+” and “-” sign daily with students.</li> <li>3. Teachers will introduce “some, some more” stories in the beginning of the year (October and November).</li> <li>4. Teachers will act out “some went away” stories in the start of the next year (January and February)</li> </ol>

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		<ol style="list-style-type: none"> <li>5. Teachers will introduce terms for addition and subtraction early in the year (eg. Altogether, how many more, etc.)</li> <li>6. Teachers provide personalization and visualization (dramatic play) activities of math word problems.</li> <li>7. Students will have Math Journals to help with math skills.</li> </ol>
<b>1<sup>st</sup> Grade</b>	Fluency and Vocabulary Development	<ol style="list-style-type: none"> <li>1. Students will use math centers to enhance their ability to measure</li> <li>2. Students will use manipulatives during instructional time.</li> <li>3. Students will measure the temperature using an exterior thermometer daily during the Math Meeting.</li> <li>4. Students will measure the height of objects at least once a month.</li> <li>5. Students will measure liquid capacity monthly.</li> <li>6. Students will work with a paraprofessional if they are in need of additional practice measuring.</li> </ol>
<b>2<sup>nd</sup> Grade</b>	Fluency and Vocabulary Development	<ol style="list-style-type: none"> <li>1. Students will breakout based on their RIT scores</li> <li>2. Students will participate in hands on math centers</li> <li>3. Students will participate in small group activities, based on RIT scores, using supplementary materials.</li> <li>4. Students will use newspapers, and other real life materials, to create math word problems and build relevancy to every day math skills.</li> <li>5. Teachers will create mini-unit's of study based upon students' measurement needs to be taught in addition to the Saxon Math Program.</li> <li>6. Teachers will use the FOSS Science Kits as a means of further expanding students' understanding of measurement.</li> </ol>
<b>3<sup>rd</sup> Grade</b>	Time, Temperature, & Money	<ol style="list-style-type: none"> <li>1. Units of study will be planned for each topic or strand that will incorporate a variety of objectives, subject matter, etc.</li> <li>2. The students will be provided with authentic experiences to increase their learning of the different concepts (ex. making graphs relating to real life, asking students to identify different time throughout the day and where they will go, creating individual stores to demonstrate uses for money, counting change, etc.)</li> <li>3. Students will continue to work through and lead the Math Meetings.</li> <li>4. Homework will be planned according to their needs and the skill being focused on.</li> <li>5. The students will have several opportunities to use manipulatives to increase their knowledge of subject matter.</li> <li>6. Morning Work will include review questions based on the skills in which the students are struggling with.</li> <li>7. The use of formative assessment will be implemented more in the classrooms, in addition to the use of summative assessments, exit tickets, self-assessments, etc.</li> <li>8. Teachers will continue to create action plans for the different subjects that will map out which students need help in which areas, when it will be reviewed and with whom, etc.</li> </ol>
<b>4<sup>th</sup> Grade</b>	Time, Measurement, & Money	<ol style="list-style-type: none"> <li>1. Teachers will continue to spiral the curriculum's skills so that the students are well-rounded and are constantly reviewing different skills and concepts from the curriculum.</li> <li>2. The use of formative assessment will be implemented more in the classrooms, in addition to the use of summative assessments, exit tickets, self-assessments, etc.</li> <li>3. Teachers will utilize DesCartes in the classrooms and use the information from it to put together small groups of students and address the skills that they need to focus on.</li> <li>4. The focused skills/concepts will be taught across the curriculum and woven into different subject areas. This will help the students to see its importance and relevance.</li> <li>5. Students will continue to use manipulatives to increase their understanding of the skills through a variety of interactive activities.</li> <li>6. Students will utilize technology in order to comprehend the concepts. They will relate several examples to real life and make those important connections.</li> <li>7. Teachers will continue to create action plans for the different subjects that will map out which students need help in which areas, when it will be reviewed and with whom, etc.</li> </ol>
<b>5<sup>th</sup> Grade</b>	Measurement Systems	<ol style="list-style-type: none"> <li>1. The use of formative assessment will be implemented more in the classrooms, in addition to the use of summative assessments, exit tickets, self-assessments, etc.</li> <li>2. The focused skills/concepts will be taught across the curriculum and woven into different subject areas. This will help the students to see its importance and relevance.</li> <li>3. Teachers will utilize DesCartes in the classrooms and use the information from it to put together small groups of students and address the skills that they need to focus on.</li> <li>4. Teachers will continue to create action plans for the different subjects that will map out which students need help in which areas, when it will be reviewed and with whom, etc.</li> <li>5. Students will have the opportunity to work in centers, where the work is created and filed based on different ability levels. This would then allow the students to see their progress through the different levels.</li> <li>6. Teachers will continue to work with students in small groups, based on the needs of their students. This information will be taken from the NWEA, state assessments, formative and summative assessments, observations, etc.</li> </ol>
<b>6<sup>th</sup> Grade</b>	Measurement	<ol style="list-style-type: none"> <li>1. During Science, Mr. Baker will teach converting measurements when doing the models and designs unit. (Students will measure how far a car will travel, then convert the unit of measure</li> </ol>

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	Systems	<p>to metric)</p> <ol style="list-style-type: none"> <li>2. Teachers will utilize Do Journal (DO NOW) questions throughout the year to review measurement conversions</li> <li>3. Students will use hands on activities, or experiments and students would need to choose what type of measurement to use.</li> <li>4. In science, students need to choose the appropriate measurement tool to use during the weather and water unit. (hygrometer, hydrometer, anemometer, and parometer)</li> <li>5. Show students tools of measurement, then have them discuss which one is appropriate to use for certain scenarios. (ex: "I need to measure milk-&gt; Use measuring cup because it holds volume.")</li> <li>6. Give students a recipe in metric, then have them convert it into customary. Students will then be able to actually apply measuring with tools to create a recipe.</li> <li>7. Once a week, students will practice measurement questions on Study Island.</li> <li>8. During the tornado unit, students study how many miles they travel, then students will also convert into other customary and metric units of measurement.</li> <li>9. Use formative assessment topics when engaged in teaching measurement systems.</li> </ol>
7 <sup>th</sup> Grade	Measurement Systems	<ol style="list-style-type: none"> <li>1. Three days a week students will have a bellwork activity dealing with measurement</li> <li>2. Teachers will integrate mathematics measurement topics into science curriculum</li> <li>3. Teachers will teach Measurement topics as a separate Unit</li> <li>4. Teachers will work measurement topics into as many other areas as possible</li> <li>5. ALL formal assessments will have at least one measurement question included</li> <li>6. Teachers will use more real life examples when discussing measurement topics</li> <li>7. Teachers will differentiate measurement instruction to cater to different ability levels</li> <li>8. Teachers will utilize manipulatives to work through measurement topics</li> </ol>
8 <sup>th</sup> Grade	Operations, Computation, and Estimation	<ol style="list-style-type: none"> <li>1. Three times a week, students will have a bell work on estimation.</li> <li>2. Teachers will integrate estimation topics into science class.</li> <li>3. Teachers will teach estimation as a separate unit.</li> <li>4. All formative assessments will have at least one estimation question.</li> <li>5. Teachers will use more real life examples.</li> <li>6. Teachers will randomly have students give actual and estimated answers on tests/quizzes.</li> <li>7. Teachers will differentiate instruction on estimation</li> </ol>

## Science

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

### Background

An engaging science curriculum that encourages students to actively participate in scientific inquiry while developing scientific literacy is implemented at Buffalo United. When participating in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge and communicate their ideas to others. This includes engaging all students with relevant, real-world activities that develop students' knowledge, communication skills and scientific process skills.

Through a wide range of content, students are given the opportunity to work extensively in a variety of inquiry-based settings, including investigative, collaborative and technological, with appropriate materials, measuring devices, and scientific instruments in order to develop the scientific thinking skills, behaviors, and science content knowledge needed for future success in any endeavor. Across all grade levels, students' scientific knowledge is developed in the areas of The Nature of Science, The Living Environment, Physical Science, and Earth and Space 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.

### Method

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

### Results

Eighty-three percent of all students and students enrolled in at least their second year at Buffalo United performed at or above Level 3 on the science exam, thus meeting the measure. The composite score for all grades was 83% of students performing at Level 3 or 4.

**Charter School Performance on 2008-09 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0%	7%	40%	53%	93%	73
	Students in At Least 2 <sup>nd</sup> Year	0%	5%	37%	58%	95%	57
8	All Students	0%	36%	55%	10%	64%	42
	Students in At Least 2 <sup>nd</sup> Year	0%	36%	53%	11%	64%	36
All	All Students	0%	17%	45%	37%	83%	115
	Students in At Least 2 <sup>nd</sup> Year	0%	17%	43%	40%	83%	93

**Evaluation**

Buffalo United met the absolute measure of having 75% of students enrolled in at least their second year perform at or above Level 3 on the science exam. Buffalo United not only met the goal of having at least 75% of students perform at or above Level 3, but the students exceeded the goal by 8 percentage points.

**Additional Evidence**

Buffalo United has consistently met the absolute measure. Each year, more than 75% of students enrolled in at least their second year performed at or above Level 3 on the state science assessment. The first year that Buffalo United had eighth grade students was the 2007-08 school year. As such, data for eighth grade is only available for the past two school years.

**Science Performance  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested
4	89%	38	91%	34	98%	41	93%	56	95%	57
8	n/a						59%	32	64%	36
All Students	89%	38	91%	34	98%	41	81%	88	83%	93

- 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.

**Method**

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

**Results**

The state science assessment was administered in April 2009; however, assessment results for the local district are not yet available. Buffalo United will update the annual report when the data becomes available.

**2008-09 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	95%	57	n/a	n/a
8	64%	36	n/a	n/a
All	83%	93	n/a	n/a

**Evaluation**

The state science assessment was administered in April 2009; however, assessment results for the local district are not yet available. Buffalo United will update the annual report when the data becomes available.

**Additional Evidence**

The state science assessment was administered in April 2009; however, assessment results for the local district are not yet available. Buffalo United will update the annual report when the data becomes available.

**Science Performance of charter School and Local District  
By Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least 2 <sup>nd</sup> Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
<b>4</b>	89%	64%	91%	68%	98%	65%	93%	63%	95%	n/a
<b>8</b>	n/a							43%	64%	n/a
<b>All</b>	<b>89%</b>	<b>64%</b>	<b>91%</b>	<b>68%</b>	<b>98%</b>	<b>65%</b>	<b>81%</b>	<b>54%</b>	<b>83%</b>	<b>n/a</b>

**Summary of the Science Goal**

Buffalo United met the absolute measure for science. Due to the unavailability of the local district assessment results, we are unable to determine whether the comparative measure was met. Buffalo United will update the annual report when the data becomes available.

Type	Measure	Outcome
<b>Absolute</b>	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination	Achieved
<b>Comparative</b>	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.	Data not yet available

**Action Plan**

Buffalo United’s students performed favorably on the state science assessment. The school will continue working until all students perform at or above Level 3 on the exam. Due to the positive results, the school will continue implementing the science program as done in past years.

## **Social Studies**

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

### **Background**

The Social Studies curriculum was designed with the goal of providing all students with a common and core Social Studies curriculum that gives them the building blocks of knowledge and skills. The curriculum is robust in the study of United States history from the earliest grades. It includes the examination of historical documents so students can demonstrate their understanding of the major themes, developments, and turning points in our nation. The curriculum emphasizes the study of United States and World Geography, developing geographic principles that allow students to comprehend and reason through current events on a national and international level. Students learn World History, including eras, themes, and significant events that are central to understanding the experiences of other times and other nations.

The curriculum builds a strong knowledge of economic principals so students understand the impact of economic forces both internationally and personally in their daily lives. Additionally, the curriculum is comparative in examination of world cultures. This creates a point of reference by which students compare the freedoms of American life with non-democratic societies both historically and today. Our students will be reminded of the rights and liberties they enjoy with due reason to participate in and protect those liberties.

- 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.

### **Method**

The school administered the New York State Testing Program social studies assessment to students in fifth grade in November 2008 and eighth grade in June 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

### **Results**

Buffalo United had 96% of its grade five students who have been enrolled in at least their second year perform at or above Level 3. In grade eight, 83% of students enrolled in at least their second year perform at or above Level 3. As a composite, 90% of students enrolled in at least their second year performed at or above Level 3.

**Charter School Performance on 2008-09 State Social Studies Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	0%	3%	32%	65%	97%	71
	Students in At Least 2 <sup>nd</sup> Year	0%	4%	30%	65%	96%	46
8	All Students	0%	24%	69%	7%	76%	42
	Students in At Least 2 <sup>nd</sup> Year	0%	17%	75%	8%	83%	36
All	All Students	0%	11%	46%	43%	89%	113
	Students in At Least 2 <sup>nd</sup> Year	0%	10%	50%	40%	90%	82

**Evaluation**

Buffalo United met this measure. In grade five, 96% of second year students performed at Level 3 or above. Only 4% of students performed at Level 2, and no students performed at Level 1. In grade eight, 83% of second year students performed at Level 3 or above. As with grade five, no students in grade eight performed at Level 1. As a whole, 90% of students enrolled in at least their second year performed at or above Level 3.

**Additional Evidence**

The percentage of students enrolled in at least their second year performing at or above Level 3 has improved since 2004-05. In 2004-05, 68% of students performed at Level 3 or above. The school saw an increase in 2005-06, a slight decrease in 2006-07 and 2007-08, and a 13 percentage point increase in 2008-09. The first year Buffalo United had eighth grade students was the 2007-08 school year. As such, data for the eighth grade class is only available for the past two school years.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested
5	68%	31	83%	29	75%	32	88%	50	96%	46
8	n/a						59%	32	83%	36
All	68%	31	83%	29	75%	32	77%	82	90%	82

- 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.

**Method**

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

**Results**

The state grade five social studies assessment was administered in November 2008 and the grade eight assessment was administered in June 2009. As such, data for the local district

Buffalo United Charter School 2008-09 Accountability Plan Progress Report

has not yet been published. Therefore, Buffalo United is unable to determine whether this measure was met. Buffalo United will update the annual report once the data is released.

**2008-09 State Social Studies Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	96%	46	n/a	n/a
8	83%	36	n/a	n/a
<b>All</b>	<b>90%</b>	<b>82</b>	n/a	n/a

**Evaluation**

The grade five social studies assessment was administered in November 2008 and the grade eight assessment was administered in June 2009. As such, data for the local district has not yet been published. Therefore, Buffalo United is unable to determine whether this measure was met. Buffalo United will update the annual report once the data is released.

**Additional Evidence**

Buffalo United grade five students enrolled in at least their second year have outperformed the district each year for which data is available. Data relating to the 2008-09 performance of the local district is unavailable. Further, Buffalo United did not serve students in the eighth grade until the 2007-08 school year and consequently does not have data for the eighth grade for prior years.

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

Grade	Percent of Charter School Students Enrolled in At Least 2 <sup>nd</sup> Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	68%	47%	83%	57%	75%	43%	88%	54%	96%	n/a
8	n/a						59%	30%	83%	n/a
<b>All</b>	<b>68%</b>	<b>47%</b>	<b>83%</b>	<b>57%</b>	<b>75%</b>	<b>43%</b>	<b>77%</b>	<b>41%</b>	<b>90%</b>	<b>n/a</b>

**Summary of the Social Studies Goal**

The state social studies assessment was administered in November 2008 and June 2009. As such, assessment results for the local district are not yet available. Buffalo United met the absolute measure, but the school is unable to report on the comparative measure. Buffalo United will update the annual report when the data become available.

Type	Measure	Outcome
<b>Absolute</b>	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination	Achieved
<b>Comparative</b>	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.	Data not yet available

**Action Plan**

Buffalo United's students performed favorably on the State social studies assessment. The school will continue working until all students perform at or above Level 3 on the exam. Due to the positive results, the school will continue implementing the social studies program as done in past years.

## **Additional Required Academic Measure**

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

### **Method**

Since *all* students are expected to meet the state’s learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

### **Results**

Buffalo United’s accountability status for the 2008-09 school year is in “good standing.”

### **Evaluation**

Buffalo United met this measure. The school was deemed in “good standing” for the 2008-09 school year.

### **Additional Evidence**

Buffalo United has been deemed a school in “good standing” each year of its charter.

### **NCLB Status by Year**

<b>Year</b>	<b>Status</b>
2004-05	In Good Standing
2005-06	In Good Standing
2006-07	In Good Standing
2007-08	In Good Standing
2008-09	In Good Standing

**Student and Teacher Attrition Rates  
2008-09**

**Student Attrition Rates**

	<b>2008-2009*</b>	<b>2007-2008</b>	<b>2006-2007</b>	<b>2005-2006</b>
Number of students leaving for lack of transportation	14	22	33	44
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	16	26	19	12
Number of students leaving for more restrictive special education setting	3	4	4	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	0	3	5	0
Number leaving for other reasons (undetermined)	56	91	92	122
Total number of students leaving	89	146	153	178
Highest Number Enrolled ( <i>July 1 - June 30</i> )	603	591	527	439
<b>Total Percent Attrition</b>	<b>14.76%</b>	<b>24.70%</b>	<b>29.0%</b>	<b>40.6%</b>

\*Student attrition percentages are based off of data as of July 20, 2009.

**Teacher Attrition Rates**

	<b>2008-2009**</b>	<b>2007-2008</b>	<b>2006-2007</b>	<b>2005-2006</b>
Number of Classroom Teachers	31	32	27	23
Number of Special Area Teachers*	5	3	2	3
Total Number of Teachers	36	35	29	26
Total Number of Teachers Leaving	5	5	15	12
<b>Total Percent Attrition</b>	<b>13.89%</b>	<b>34.29%</b>	<b>51.7%</b>	<b>46.2%</b>

\*Special Area Teachers include Gym, Art, and Music.

\*\*Total number of teachers leaving is based off of data as of July 15, 2009.

Buffalo United Charter School  
National Heritage Academies, Inc.  
For the Period Ended  
June 30, 2009

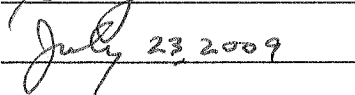
School BEDS Code- 140600860851  
Contact Person- Jeff Ratuszny  
Phone Number- 616-954-3528

	YEAR - TO - DATE			
	REVENUES	Salaries	Other	Total
I. REVENUES				
A. State Sources	13,507			13,507
B. Federal Sources	752,909			752,909
C. Public School District				
1. Basic Operating Revenues	6,125,928			6,125,928
2. State Aid - Pupils with Disabilities	246,886			246,886
3. Federal Aid - Pupils with Disabilities	39,163			39,163
4. Other Revenue from Public School Districts				
D. All Other Revenues	21,364			21,364
E. TOTAL REVENUES	\$7,199,757			\$7,199,757
II. EXPENDITURES - Detail of Contracted Service Fee				
F. General Administration			1,470,481	1,470,481
G. Instructional Supervision		157,451	504,581	662,031
H. All Other instruction		1,603,265	809,226	2,412,491
I. Pupil Services		88,402		88,402
J. Pupils with Disabilities		98,465	22,696	121,160
K. Transportation				0
L. Community Services				0
M. Operations & Maintenance			1,543,453	1,543,453
N. Employee Benefits			593,507	593,507
O. Debt Services				0
P. School Lunch			316,746	316,746
Q. Capital Expense				
R. Total Expenditures		\$1,947,583	\$5,260,690	\$7,208,273
CHANGE IN FUND BALANCE				(8,516)
S. Enrollment	581			
T. Expenditures per pupil	12,407			

Signature of Chief School Officer



Date



National Heritage Academies, Inc.  
Statement of Financial Position  
Buffalo United Charter School  
For the Twelve Months Ending June 30, 2009

	Governmental Fund Types:	
	General Fund	Total (Memorandum Only)
<b>ASSETS</b>		
Current Assets		
Cash	535	535
Accounts Receivable	519,905	519,905
<b>TOTAL ASSETS</b>	<b>520,440</b>	<b>520,440</b>
<b>LIABILITIES &amp; FUND BALANCE</b>		
<b>LIABILITIES</b>		
Deferred Revenue	26,768	26,768
Due To NHA - Contracted Services	493,307	493,307
<b>TOTAL LIABILITIES</b>	<b>520,075</b>	<b>520,075</b>
<b>FUND BALANCE</b>		
Beginning Fund Balance(7/1)	8,881	8,881
Current Year Activity	(8,516)	(8,516)
Ending Fund Balance	365	365
<b>TOTAL LIABILITIES &amp; FUND BALANCE</b>	<b>520,440</b>	<b>520,440</b>

Buffalo United Charter School  
National Heritage Academies  
Statement of Activities  
For the Period Ended June 30, 2009

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
<b>Revenues, gains, and other support:</b>				
Public School District				
Revenue-Resident Student Enrollment	6,125,928			
Revenue-Students with disabilities	246,886			
Other Revenue from Public Schools Districts				
State Grants	13,507			
Federal Grants	792,072			
Private Grants				
Contributions				
Investment Income				
Other Income	21,364			
<u>Net Assets Released from Restrictions</u>				
<b>Total Revenue, Gains, and Other Support</b>	<b>\$7,199,757</b>			<b>\$7,199,757</b>
<b>Expenses:</b>				
<u>Program Expenses</u>				
Regular Education	4,811,245			
Special Education	153,575			
Other Program				
<u>Supporting Services</u>				
Management and General	2,243,453			
Fundraising				
<b>Total Expenses</b>	<b>\$7,208,273</b>			<b>\$7,208,273</b>
Change in Net Assets				-\$8,516
<u>Net Assets Beginning of Year</u>				8,881
<b>Net Assets End Of Year</b>				<b>\$365</b>

Buffalo United Charter School  
Statement of Cash Flows  
June 30, 2009

Cash flows from operating activities:	
Revenues from school districts:	\$6,372,814
Grant Revenues (and child nutrition):	\$805,579
Contributions and fund raising:	\$0
Miscellaneous Sources	\$21,364
Payments to Vendors for goods and services rendered:	-\$7,385,087
Payments to Charter school personnel:	\$0
Interest Payments	\$0
Net Cash provided by operating activities	-\$185,330
Cash flows from investing activities:	\$0
Cash flows from financing activities:	\$0
Net increase in cash	
Cash at beginning of year	\$185,865
Cash at end of year	\$535

Buffalo United Charter School  
National Heritage Academies  
Schedule of Functional Expenses  
For the Period Ended June 30, 2009

	Program Services			Supporting Services		
	Regular Education	Special Education	Other Programs	Fundraising & Special Events	Management and General	Total
Contracted Service Fee:						
Salaries & wages	\$1,849,118	\$98,465				\$1,947,583
Retirement contributions	31,358	2,466				\$33,824
Other employee benefits	357,002	20,852				\$377,854
Payroll taxes	172,731	9,097				\$181,828
Accounting fees	11,280				180,042	\$191,322
Supplies	195,941					\$195,941
Postage and shipping	8,764	9,603				\$18,367
Occupancy	1,321,083				18,032	\$1,339,115
Food service	316,746					\$316,746
Equipment and maintenance	8,197					\$8,197
Printing and publications	52,171					\$52,171
Travel	5,154					\$5,154
Conferences and meetings	66,779					\$66,779
Professional fees	347,738	12,994				\$360,732
Instructional Support					183,640	\$183,640
Executive administration					991,418	\$991,418
Office of the Principal					86,882	\$86,882
Board oversight					173,253	\$173,253
Human resources					265,388	\$265,388
Technology	4,125				270,756	\$274,881
Marketing and business development	17,599				15,665	\$33,264
Insurance	17,724					\$17,724
Miscellaneous	27,735	98			58,377	\$86,210
<b>Total Contracted Service Fee</b>	<b>\$4,811,245</b>	<b>\$153,575</b>	<b>\$0</b>	<b>\$0</b>	<b>\$2,243,453</b>	<b>\$7,208,273</b>

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

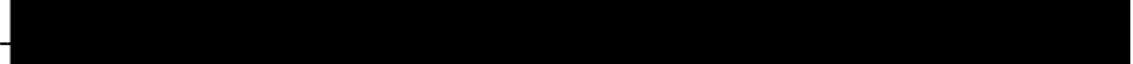
Name (print) DIANE L ROWE

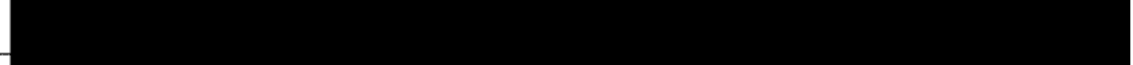
Name of Charter School Buffalo Virtual Charter School

Charter Entity CSI

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): Chair

2. Is the trustee an employee of the School?  Yes  No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company?  Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School?  Yes  No  
Boys & Girls Clubs of Buffalo

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p>7-1-2008 to 6-30-2009</p>	<p>Partnership to the Boys &amp; Girls Club of Buffalo Board of WNA provide \$ support for the wrap around program</p>	<p>As per policy &amp; procedure of the Board of Directors whenever pertaining to BGCB Assoc brought to the board's attention I do not participate in the discussion or vote on the item</p>	<p>Diane L. Lowe (self)</p>

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Boys & Girls Clubs of B.S.S.D.	WEAP Wash Service South School	\$70,000 per year	Direct Fund

  
 \_\_\_\_\_  
 Signature

6-25-2009  
 \_\_\_\_\_  
 Date

Subscribed and sworn to before me this 25 day of June, 2009

  
 \_\_\_\_\_  
 Notary Public

**Gary M Freedman, Notary Public**  
 Reg#02FR6192485  
 Qualified in Erie County  
 State of New York  
 My Commission Expires 09/02/20 10

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

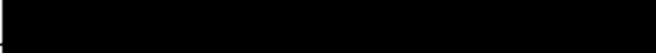
Name (print) ARTHUR V. TRAVER JR

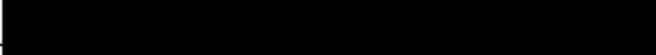
Name of Charter School Buffalo United Charter School

Charter Entity STATE UNIVERSITY OF NEW YORK

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): co-treasurer

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2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

n/a

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4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

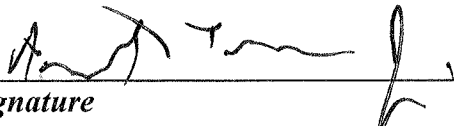
5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
	none		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			

  
 \_\_\_\_\_  
*Signature*

6/26/09  
 \_\_\_\_\_  
*Date*

Subscribed and sworn to before me this 26 day of June 2009.

  
 \_\_\_\_\_  
 Notary Public

GREGORY D. KAISER  
 No. 01KA6049447  
 Notary Public, State of New York  
 Qualified in Niagara County  
 My Commission Expires 10/10/2010

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Maclonna F. Buscaglia

Name of Charter School Buffalo United Charter School

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address — \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative): trustee

2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest</b>

Madonna F. Buscaglia  
*Signature*

6/24/09  
*Date*

Subscribed and sworn to before me this 24<sup>th</sup> day of June, 2009

W. K. Buscaglia, Jr.  
 Notary Public  
 WILLIAM K. BUSCAGLIA, JR.  
 Notary Public, State of New York  
 No. 02BU4517973  
 Qualified in Erie County  
 My Commission Expires 8/31/10

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) LESTER A HOEFlich

Name of Charter School BUFFALO UNITED CHARTER SCHOOL

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_



1. List all positions held on board (e.g., chair, treasurer, parent representative): TREASURER

\_\_\_\_\_

\_\_\_\_\_

2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

\_\_\_\_\_

\_\_\_\_\_

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
	None	None	None

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest</b>
None	None	None	None

Lester A. Horsflesh  
 Signature

6/25/09  
 Date

Subscribed and sworn to before me this 25 day of JUNE, 2009

Linda A. Dye  
 Notary Public

**Linda A. Dye**  
 Notary Public, State of New York  
 No. 01DY6129869  
 Qualified in Niagara County  
 My Commission Expires 07-05-2009

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Paul G. Joyce

Name of Charter School Buffalo United Charter School

Charter Entity SONY

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_



1. List all positions held on board (e.g., chair, treasurer, parent representative): Secretary

2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.  
N/A

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

*[Handwritten Signature]*  
 \_\_\_\_\_  
 Signature

*6/23/2009*  
 \_\_\_\_\_  
 Date

Subscribed and sworn to before me this 23<sup>rd</sup> day of June, 2009

*Barbara A. Urban*  
 \_\_\_\_\_  
 Notary Public

BARBARA A. URBAN  
 Notary Public, State of New York  
 Qualified in Erie County  
 My Commission Expires Aug. 14, 2009

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Dottie Bellanti

Name of Charter School Buffalo United Charter

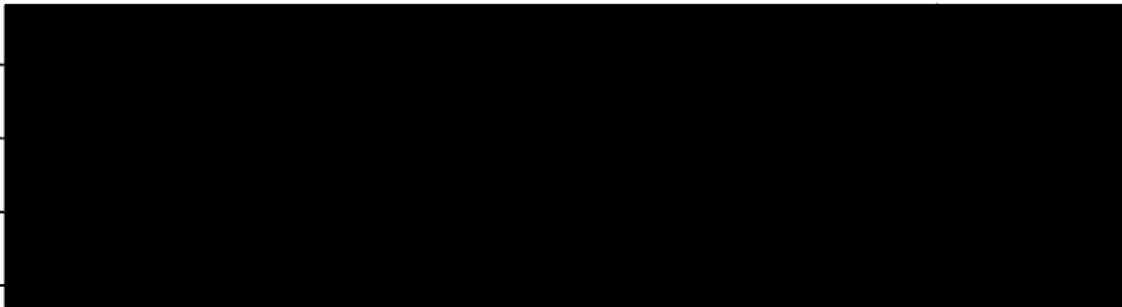
Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_



1. List all positions held on board (e.g., chair, treasurer, parent representative):

Vice President  
Chair of Personnel Committee

2. Is the trustee an employee of the School? \_\_\_ Yes \_\_\_  No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes \_\_\_  No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes \_\_\_  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
N/A			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
N/A			

D. M. Bellante  
Signature

6/25/09  
Date

Subscribed and sworn to before me this 25 day of June, 2009

Laurie A. Hall  
Notary Public

**LAURIE A. HALL**  
NOTARY PUBLIC, STATE OF NEW YORK  
Registration No. 01HA5069394  
QUALIFIED IN ERIE COUNTY  
My Commission Expires November 26, 2010

NEW YORK STATE EDUCATION DEPARTMENT

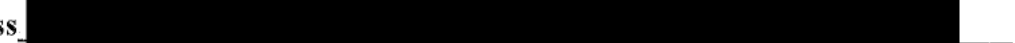
Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

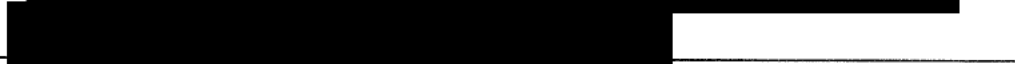
Name (print) Antwan K. Barlow

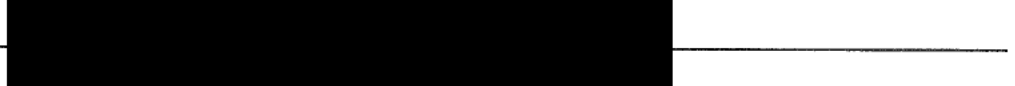
Name of Charter School Buffalo United Charter School

Charter Entity NYS

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): board trustee

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2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<p><u>none</u></p>			

*Art K. Bah*  
Signature

6/26/09  
Date

Subscribed and sworn to before me this 26<sup>th</sup> day of June, 2009.

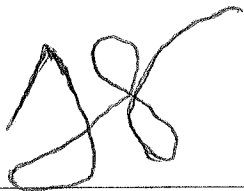
*Kelly M. Biehls*  
Notary Public

KELLY M. BIEHLS  
Notary Public, State of New York  
Qualified in Niagara County  
My Commission Expires 03/6/2011


*Statement of Assurances*

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


Tammy Messmer  
Print Name, Head of Charter School

  
Signature and Date


Subscribed and sworn to before me this 25 day of June, 2009.

  
Notary Public

Gary M Freedman, Notary Public  
Reg#02FR6192485  
Qualified in Erie County  
State of New York  
My Commission Expires 09/02/2012

Diane L. Lowe   
Print Name, President, Board of Trustees      Signature and Date

Subscribed and sworn to before me this 25 day of June, 20  .

  
Notary Public

Gary M Freedman, Notary Public  
Reg#02FR6192485  
Qualified in Erie County  
State of New York  
My Commission Expires 09/02/2012

# Buffalo United Charter School 2008-09 School Year

August						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4th-7th Professional Development NHA-U  
11th-15th Professional Development NTO  
18th-22nd Professional Development  
25th First Day of School

September						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1st Labor Day  
25th Open House

October						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13th Columbus Day  
31st End of First Quarter

November						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

6th Evening Parent Teacher Conferences  
7th PM Parent Teacher Conferences  
11th Veteran's Day  
27th - 28th Thanksgiving Break

December						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

24th-31st Holiday Break

January						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1st-2nd Holiday Break  
16th End of 2nd Quarter  
19th Martin Luther King, Jr. Day

February						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

13th & 16th Mid-Winter Break

March						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

27th End of 3rd Quarter

April						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2nd Evening Parent Teacher Conferences  
3rd PM Parent Teacher Conferences  
10th-17th Spring Break

May						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

22nd & 25th Memorial Day

June						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

12th Last Day of School  
15th Professional Development

July						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

3rd In Observance of Independence Day

Students Do Not Report/ Staff Report All Day  
 Students Report All Day/ Staff Report All Day  
 Students/ Staff Do Not Report

Last Update: 6/16/2008  
 186 School Days  
 8:00-3:00 School Hours  
 8:00-11:30 (half)

# Buffalo United Charter School 2009-10 School Year

August						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3rd - 6th NHA-U  
10th - 14th NTO-II  
17th - 21st Staff Professional Development  
24th First Day of School

September						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7th Labor Day

October						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12th Columbus Day

November						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

3rd Staff Professional Development  
11th Veteran's Day; 13th P/T Conferences  
26th-27th Thanksgiving Break

December						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21st - 31st Holiday Break

January						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1st Holiday Break  
18th MLK, Jr Day

February						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

12th Mid Winter Break  
15th Mid Winter Break

March						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

29th - 30th Staff Professional Development  
31st Holiday Break

April						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2nd Good Friday  
1st - 9th Holiday Break  
23rd P/T Conferences

May						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

28th Staff Professional Development  
31st Memorial Day

June						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

17th Last Day of School  
18th Staff Last Day

July						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2nd In Observance of Independence Day

Students Do Not Report/ Staff Report All Day  
 Students Report Half Day/ Staff Report All Day  
 Students/ Staff Do Not Report

Last Update:  
 183 School Days  
 8:00 - 3:00 School Hours  
 8:00 - 11:30 (half)

## **Statement of Changes to School's Educational Program and Organizational Structure**

Buffalo United Charter School has not made any significant changes to its educational program.

Ms. Tammy Messmer was hired as Principal in November of 2008. The organizational structure remains the same beyond the change in school leadership.

Teacher Certification and Experience

Teacher's Name	Room #	Teaching Assignment (Grades/Subjects)	Type of Certification	Certification Issue Date	Certification Expiration Date	Years Teaching Experience Prior to This Year	Years Teaching Experience at This School Prior to This Year	Highly Qualified (Yes or N/A)
Backlund, Michael		K-8 Physical Education	Physical Education K-12	9/1/2006	8/31/2011	0	0	N/A
Baker, Ann Marie		2nd Grade	PreK-6	9/1/2008	Permanent	5	3	Yes
Baker, Derek		6th Grade	Childhood Education 1-6	9/1/2008	8/31/2013	1	0	Yes
Barlow, Connie		K-8 Art	Art K-12	9/1/2000	Permanent	6	5	Yes
Budowski, Jessica		Kindergarten	PreK-6	9/1/2008	1/31/2010	1	1	Yes
Cacheiro, Pamela		5th Grade	PreK-6	9/1/2007	Permanent	4	2	Yes
Collard, Joanne		2nd Grade	Childhood Education 1-6	9/1/2004	8/31/2009	4	4	Yes
Coogan, Barbara		Library Tech Specialist	Library Media Specialist K-12	9/1/2007	Permanent	5	5	N/A
Devaney, Suzanne		7/8 Math	Biology 7-12	2/1/2008	1/31/2010	0	0	Yes
Devaney, Suzanne		7/8 Science	Biology 7-12	2/1/2008	1/31/2010	0	0	No
Didas, Adriana		K-8 Spanish	Spanish 7-12	2/1/2009	1/31/2014	0	0	Yes
Dymond, Julia		1st Grade	Childhood Education 1-6	9/1/2007	8/31/2012	0	0	Yes
Engasser, Jennifer		Kindergarten	PreK-6	2/1/2008	Permanent	2	2	Yes
Flemister, Ellen		3rd Grade	Childhood Education 1-6	2/1/2007	1/31/2012	7	3	Yes
Gibson-Peld, Jaime		7/8 Language Arts	Social Studies 7-12	2/1/2008	1/31/2013	3	0	Yes
Gibson-Peld, Jaime		7/8 Social Studies	Social Studies 7-12	2/1/2008	1/31/2013	3	0	Yes
Kerr, Amy		Special Education	Students with Disabilities 1-6	9/1/2007	8/31/2012	2	2	N/A
Koczaja, Kelly		1st Grade	PreK-6	2/1/2009	1/31/2010	1	1	Yes
Kromphardt, Alice		7/8 English	English 7-12	9/1/2008	Permanent	5	1	Yes
Luciani, Brian		K-8 Music	Music K-12	9/1/2008	8/31/2012	2	0	Yes
Martin, Christine		Special Education	Students with Disabilities 1-6	9/1/2005	8/31/2010	1	1	N/A
Mendola, Lacey		4th Grade	Childhood Education 1-6	9/1/2006	8/31/2011	2	2	Yes
O'Dea, Emily		3rd Grade	PreK-6	2/1/2008	Permanent	4	4	Yes
Owens, Carrie		4th Grade	PreK-6	9/1/2008	Permanent	5	5	Yes
Polakiewicz, Rhiannon		4th Grade	Childhood Education 1-6	9/1/2005	8/31/2010	1	1	Yes
Prince, Jared		K-8 Physical Education	Physical Education K-12	9/1/2004	8/31/2009	0	0	N/A
Przykuta, Jennifer		5th Grade	PreK-6	9/1/2006	Permanent	6	2	Yes
Roberts, Julie		3rd Grade	Childhood Education 1-6	9/1/2006	8/31/2011	3	1	Yes
Serafin, Tara		Kindergarten	Childhood Education 1-6	9/1/2007	8/31/2012	1	1	Yes
Sheehan, Milton		7/8 Math	Math 7-12	9/1/2007	8/31/2012	1	0	Yes
Smith, Carla		6th Grade	Childhood Education 1-6	9/1/2007	8/31/2012	1	1	Yes
Smith, Erik		Special Education	Students with Disabilities 1-6	2/1/2007	1/31/2012	4	4	N/A
Strangis, Susie		6th Grade	PreK-6	9/1/2007	Permanent	5	3	Yes
Thorp, Jeffrey		Academic Specialist	Math 7-12	9/1/2005	8/31/2010	1	1	Yes
Wargula, Lori		5th Grade	Childhood Education 1-6	9/1/2007	8/31/2012	1	1	Yes
Wilson, Kelly		1st Grade	Childhood Education 1-6	9/1/2005	8/31/2010	2	2	Yes
Zika, Patricia		2nd Grade	Childhood Education 1-6	9/1/2006	8/31/2011	3	1	Yes