



**BUFFALO UNITED**

A PUBLIC CHARTER SCHOOL MANAGED  
BY NATIONAL HERITAGE ACADEMIES

# **BUFFALO UNITED CHARTER SCHOOL**

## **2012-13 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2013

By the Buffalo United Board of Trustees

325 Manhattan Avenue  
Buffalo, NY 14214

National Heritage Academies prepared this 2012-13 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's	Board Position
Arthur Traver	President
Gregory Dearlove	Vice President
Dottie Bellanti	Treasurer
John Dorn	Secretary
Madonna Buscaglia	Trustee

Tammy Messmer has served as Buffalo United Charter School's Principal since December 2008.

## INTRODUCTION

Buffalo United Charter School (Buffalo United) was initially authorized by the State University of New York Board of Trustees in July 2002 and approved by the New York State Board of Regents that September. After a planning year, we began operation in fall 2003 with 234 students in grades K-4. In 2008, we applied for renewal and received a three-year charter extension. As outlined in the enrollment plan in our original charter, we have added a grade each year and reached our capacity in the 2010-11 school year. In the spring of 2011, Buffalo United applied for and received a full-term, five-year subsequent renewal.

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 for school families. The school continues to be a valuable educational option for the children and families in the Buffalo community.

The school's mission 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
2009-10	45	69	74	90	81	81	75	77	52	644
2010-11	66	53	76	70	73	63	67	74	70	612
2011-12	80	67	61	78	76	78	71	73	75	659
2012-13	73	70	71	60	76	77	76	65	73	641

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will be proficient in English Language Arts.

#### Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program which is built around the Common Core Learning Standards and aligns with our goal of preparing students for success in high school, college, and beyond.

The curriculum has been carefully aligned with the Common Core Learning Standards for English Language Arts (ELA). This approach ensures students are learning the content appropriate for each grade level.

Developing reading proficiency and strong literacy skills in elementary and middle school grades is essential to ensuring that students are on a college-readiness trajectory.<sup>1</sup> The ELA curriculum is designed to produce highly literate students who are proficient readers and strong writers. The curriculum enables students to read, comprehend, write, and respond thoughtfully to what they encounter in the classroom and the world around them through its reading, writing, speaking, listening, and viewing components.

The curriculum emphasizes the five components of reading instruction as outlined by the National Reading Panel. Students who master the ELA curriculum are prepared to read for deep meaning and understanding, write and speak effectively to communicate ideas and information while using appropriate language conventions, listen actively and critically as they encounter new information and ideas, and generate new ideas based on what they encounter both inside and outside the classroom.

Beyond this, the curriculum in grades K-2 focuses on and supports the process of learning to read. Decoding, word recognition, and building vocabulary are important as students begin to develop understanding and fluency. In grades 3-5, the curriculum supports a transition from learning to read to reading in order to learn; learning shifts to understanding that texts have specific purposes and students learn to read with those purposes in mind. Students are introduced to informational text in addition to a variety of literary texts. Reliance on the basal reader decreases and additional resources like novels, newspapers, magazines, and web-based resources are used to support reading instruction. Finally, in grades 6-8, the curriculum focuses on extending reading and comprehension skills, developing deep evaluation and analysis skills and the ability to make connections within and between texts.

The ELA curriculum supports learning in language conventions, mechanics, spelling, and writing. In the earliest grades, students learn how to write words and sentences using appropriate mechanics and grammar and begin to use the writing process to convey

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<sup>1</sup> ACT, Inc., Reading Between the Lines: What the ACT Reveals About College Readiness in Reading (Iowa City, IA, 2006).

information and narrative through written text. In middle grades, the curriculum develops in students a deeper understanding of writing through a focus on prewriting strategies, organizational formats, drafting, revising, proofreading and publishing. The curriculum ensures that students learn to write for different purposes; writing includes narratives, stories, poems, interpretive responses, essays, and descriptive pieces. In later grades, the curriculum continues to extend students' writing skills through narrative, expository, persuasive, and technical writing, and technology enhances students' ability to write, revise, edit, and publish their work. Grammar, punctuation, spelling, and writing conventions are taught as part of language arts for students in all grades.

**Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.<sup>2</sup>

**Method**

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2012-13 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3	58	0	0	0	58
4	75	0	0	0	75
5	75	0	0	0	75
6	74	0	0	0	74
7	69	0	0	0	69
8	75	0	0	0	75
All	426	0	0	0	426

<sup>2</sup> Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.

<sup>3</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## Results

Thirteen percent of students enrolled in at least their second year at Buffalo United achieved proficiency on the NY state ELA exam.

### Performance on 2012-13 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	5%	58	6%	36
4	21%	75	20%	64
5	13%	75	17%	53
6	11%	74	13%	56
7	9%	69	14%	44
8	4%	75	5%	61
<b>All</b>	<b>11%</b>	<b>426</b>	<b>13%</b>	<b>314</b>

## Evaluation

Buffalo United did not meet this measure. With 13% of second-year students scoring at or above proficiency, the school was below its accountability goal of 75%. With the change to a common core based state test, scores across the state dropped precipitously.

## Additional Evidence

In past years, Buffalo United was closer to the proficiency rate of 75%. However, with the change in the test in 2012-13, Buffalo United no longer met this goal.

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

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	68%	56	69%	58	6%	36
4	84%	67	88%	60	20%	64
5	68%	47	74%	53	17%	53
6	63%	57	68%	47	13%	56
7	51%	65	83%	52	14%	44
8	26%	54	38%	65	5%	61
<b>All</b>	<b>60%</b>	<b>346</b>	<b>69%</b>	<b>335</b>	<b>13%</b>	<b>314</b>

**Goal 1: Absolute Measure**

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>4</sup>

**Evaluation**

*The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program*

**Goal 1: Comparative Measure**

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

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>5</sup>

**Results**

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<sup>4</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>5</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

In 2012-13, 13% of second year Buffalo United students scored at or above proficiency in English language arts, compared to 11% of students enrolled in the district public schools.

**2012-13 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	6%	36	12%	2,306
4	20%	64	11%	2,342
5	17%	53	10%	2,374
6	13%	56	12%	2,413
7	14%	44	11%	2,444
8	5%	61	14%	2,285
<b>All</b>	<b>13%</b>	<b>314</b>	<b>11%</b>	<b>14,164</b>

**Evaluation**

Buffalo United met this measure. With 13% of students in their 2<sup>nd</sup> year scoring at or above proficiency, students at Buffalo United outperformed the district public schools by two percentage points.

**Additional Evidence**

Buffalo United has met this measure while enrolling a higher percentage of students who qualify for the free or reduced lunch program. At Buffalo United, 91% of students qualify for the free or reduced lunch program, compared to 82% in Buffalo City Public Schools. Over the last three years, Buffalo United has consistently outperformed the local district by varying amounts.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	54%	26%	51.7%	27.2%	6%	12%
4	52%	28%	70.0%	30.9%	20%	11%
5	47%	25%	54.7%	26.5%	17%	10%
6	42%	35%	40.4%	31.4%	13%	12%

7	20%	24%	21.1%	26.4%	14%	11%
8	17%	23%	24.6%	24.6%	5%	14%
<b>All</b>	<b>38%</b>	<b>27%</b>	<b>43.9%</b>	<b>27.8%</b>	<b>13%</b>	<b>11%</b>

### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>6</sup>

### Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

### Results

Buffalo United achieved an Effect Size of 0.51 in 2011-12, which is higher than expected to a medium degree.

### 2011-12 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		72	50.0	37.8	12.2	0.76

<sup>6</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

4		72	69.5	41.9	27.6	1.75
5		75	52.0	39.9	12.1	0.73
6		66	39.4	32.8	6.6	0.44
7		70	21.4	29.4	-8.0	-0.55
8		74	25.7	26.8	-1.1	-0.08
<b>All</b>	<b>83.3%</b>	<b>429</b>	<b>43.1</b>	<b>34.8</b>	<b>8.3</b>	<b>0.51</b>

<b>School's Overall Comparative Performance:</b>
<i>Higher than expected to a medium degree.</i>

**Evaluation**

Buffalo United met this measure. With an Effect Size of 0.51, the School's performance in English Language arts was higher than expected to a medium degree.

**Additional Evidence**

In 2009-10, Buffalo United achieved an Effect Size of 0.33, while in 2010-11 the school's effect size was 0.15. In 2011-12 Buffalo United had an effect size of 0.51, higher than expected to a medium degree.

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

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3-8	81.5	421	37.3	32.6	0.33
2010-11	3-8	83	424	35.2	32.5	0.15
2011-12	3-8	83.3	429	43.1	34.8	0.51

**Goal 1: Growth Measure<sup>7</sup>**  
 Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their

<sup>7</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

*The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.<sup>8</sup>*

**Results**

*Leave Blank*

**Summary of the English Language Arts Goal**

Buffalo United did not meet all of the measures for which data is available for the 2012-13 school year. While the school did not meet its absolute measure in English language arts, it did meet its comparative measure—outperforming the totality of district public schools. In addition, the school also exceeded its predicted level of performance on the English language arts exam.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

**Action Plan**

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<sup>8</sup> See the Guidelines.

To enhance student performance in ELA during the 2013-14 school year, Buffalo United will implement the following measures:

- Feedback will be provided on lesson plans that specifically target the College and Career Ready Skills.
- During our One-On-Observations, we will focus on developing three main goals for the teachers to achieve after the first full 40-minute observation. These goals will be a culmination of data use, differentiating instruction, and implementation of the Common Core State Standards (CCSS).
- Teachers will have a checklist of anchor standards and indicators to keep track of when the standard was taught and how the standard was mastered.
- The lesson plan format has been improved to include any additional resources to help improve the lesson and meet the CCSS.
- Teachers have been provided with the *Ready New York CCLS* books for ELA. These books have been aligned to the CCSS.
- There are three scheduled ELA mock tests for the year. The teachers will be provided with a data analysis after each mock test so that they can use it to drive their instruction. The mock tests will come from the *Ready New York CCLS Practice Test Books*.
- The school will place an enhanced focus on Accelerated Reader, which is a program designed to encourage reading among students. Students will earn incentives for achieving their reading goals.
- The administrative team will participate in common core online trainings throughout the year. They will then be able to share the best practices with their teachers.
- Teachers will have the opportunity to participate in three ELA professional development planning days throughout the year. During this time, teachers will use data from mock testing, NWEA, and formative classroom assessments and work collaboratively with their grade level team to plan for future instruction.
- Specials, Science, and Social Studies lessons will incorporate the ELA Common Core Standards and Practices within their subject area.
- Students will have access to the Study Island computer program which is now aligned to the CCSS. Teachers can differentiate ELA lessons and assessments on Study Island to meet the student's needs.

## MATHEMATICS

### Goal 1: Mathematics

Students will be proficient in mathematics

#### Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program which is built around the Common Core Learning Standards and aligns with our goal of preparing students for success in high school, college, and beyond.

The curriculum has been carefully aligned with the Common Core Learning Standards for mathematics. This approach ensures students are learning the content appropriate for each grade level.

The National Council for Teachers of Mathematics has recognized the importance of the study of algebra in developing mathematical fluency and has also noted the importance of the study of other mathematics components such as number sense and number operations, measurement, geometry, data analysis and probability and problem solving. The curriculum focuses on each of these components beginning in kindergarten. Number sense is developed through a variety of concrete models, allowing students to use the area of the brain used for the comprehension of mathematical knowledge. Students are prepared to be fluent in computation using formal algorithms and learn essential measurement and data analysis skills. Students also learn to make connections and apply mathematical knowledge through problem solving and inquiry.

In grades K-2, algebraic awareness, number sense and computational fluency are the main focus of students' learning. Students develop the skills necessary to progress into higher level mathematics; through open-ended problem solving, they increase their critical thinking skills and ability to see connections across mathematics as well as other subjects. In grades 3-5, learning shifts from computation to fractional awareness. The part-to-whole relationships developed in these early grades leads to a deeper understanding of fractions, percentages, and decimals and computation. Algebraic skills move from pattern recognition and development to the creation of equations and the use of variables. As students move into grades 6 through 8, the focus shifts to the study of algebra and functions. Number sense remains a critical focus area through the study of integers, rational and irrational numbers, exponents, and absolute values. Conceptual ideas are integrated through lab activities that provide exploratory opportunities for students to explicitly connect abstract ideas to concrete examples.

The mathematics curriculum also ensures that students become effective as mathematical communicators by engaging them in thinking, reading, and writing about mathematics to help them understand the foundational concepts necessary for success in more complex mathematical coursework.

**Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.<sup>9</sup>

**Method**

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2012-13 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>10</sup>			Total Enrolled
		IEP	ELL	Absent	
3	58	0	0	0	58
4	75	0	0	0	75
5	75	0	0	0	75
6	74	0	0	0	74
7	69	0	0	1	70
8	75	0	0	0	75
<b>All</b>	<b>426</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>427</b>

**Results**

In 2012-13, 24% of students in their 2<sup>nd</sup> year scored at or above proficiency on the NY state math exam.

<sup>9</sup> Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

<sup>10</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Performance on 2012-13 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	9%	58	8%	36
4	45%	75	42%	64
5	9%	75	9%	53
6	18%	74	20%	56
7	19%	69	30%	44
8	24%	75	28%	61
<b>All</b>	<b>21%</b>	<b>426</b>	<b>24%</b>	<b>314</b>

**Evaluation**

Buffalo United did not meet this measure. With 24% of students scoring at or above proficiency, the School did not meet the 75% threshold. With the change to a common core based state test, scores across the state dropped precipitously.

**Additional Evidence**

Buffalo United has met this measure in previous years. However, with the changes to the state test in 2012-13, Buffalo United no longer met this goal.

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

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	98%	56	100.0%	58	8%	36
4	97%	67	93.3%	60	42%	64
5	91%	47	88.7%	53	9%	53
6	86%	57	91.5%	47	20%	56
7	89%	65	100%	52	30%	44
8	91%	53	100%	65	28%	61
<b>All</b>	<b>92%</b>	<b>345</b>	<b>95.8%</b>	<b>335</b>	<b>24%</b>	<b>314</b>

**Goal 1: Absolute Measure**

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>11</sup>

**Evaluation**

*The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program*

**Goal 1: Comparative Measure**

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

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>12</sup>

**Results**

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<sup>11</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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

Twenty Four percent of students scored at or above proficiency, compared to 10% of students enrolled in the district public school.

**2012-13 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	8%	36	14%	2,314
4	42%	64	10%	2,397
5	9%	53	9%	2,415
6	20%	56	11%	2,479
7	30%	44	7%	2,491
8	28%	61	7%	2,353
<b>All</b>	<b>24%</b>	<b>314</b>	<b>10%</b>	<b>14,449</b>

**Evaluation**

Buffalo United met this measure. With 24% of Buffalo United students scoring at or above proficiency, the School outperformed the district public schools by 14 percentage points—more than doubling the district’s proficiency rate.

**Additional Evidence**

Since 2010-11 Buffalo United has consistently met this measure, though they did not outperform the district in all grades during 2012-13.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	57%	28%	60.0%	26.9%	8%	14%
4	72%	35%	80.0%	37.1%	42%	10%
5	55%	31%	67.9%	28.3%	9%	9%
6	47%	32%	51.1%	33.9%	20%	11%

7	65%	32%	90.4%	29.8%	30%	7%
8	60%	28%	81.5%	23.5%	28%	7%
<b>All</b>	<b>60%</b>	<b>31%</b>	<b>72.5%</b>	<b>30.0%</b>	<b>24%</b>	<b>10%</b>

### Goal 1: Comparative Measure

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

### Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

### Results

In 2011-12 Buffalo United achieved an Effect Size of 1.14, which is higher than expected to a large degree.

#### 2011-12 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		72	54.2	45.7	8.5	0.45

<sup>13</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

4		72	80.6	54.8	25.8	1.38
5		75	68.0	52.9	15.1	0.74
6		66	54.6	46.1	8.5	0.39
7		68	86.8	43.4	43.4	2.04
8		74	82.5	41.3	41.2	1.84
All	<b>83.3%</b>	<b>427</b>	<b>71.2</b>	<b>47.4</b>	<b>23.8</b>	<b>1.14</b>

<b>School's Overall Comparative Performance:</b>
<b><i>Higher than expected to a Large degree</i></b>

**Evaluation**

Buffalo United met this measure in 2011-12. With a 1.14 Effect Size, the school met the threshold for higher than expected to a large degree.

**Additional Evidence**

Buffalo United met this measure for the two years preceding 2011-12. In 2009-10 the school's Effect Size was 0.25. In 2010-11, the school's Effect Size was 0.61.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3-8	81.5	421	47.3	43.0	0.25
2010-11	3-8	83	423	57.2	45.0	0.61
2011-12	3-8	83.3	427	71.2	47.4	1.14

**Goal 1: Growth Measure<sup>14</sup>**  
 Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their

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

2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

*The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.*

**Results**

*Leave Blank*

**Summary of the Mathematics Goal**

Buffalo United met two of the three measures for which data is available. Since the Annual Measurable Objectives were not released prior to this report, we are unable to determine if the school met its second absolute measure. Due to the timing of the state's release of growth data, we are also unable to determine if the school has met its growth measure. The school achieved both comparative measures, but did not meet the first absolute measure.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

**Action Plan**

To enhance student performance in Math during the 2013-14 school year, Buffalo United will implement the following measures:

- Documenting and discussing specific feedback on lesson plans that target Mathematical Practices.
- Observations will include the Mathematical Practices and standards observed in the lesson.
- Lesson plans are reviewed weekly, pointing out what practices will be utilized based on the process of the material being taught. They will also be analyzed based on the standards that are taught.
- Teachers will have the opportunity to participate in three Math professional development planning days throughout the year. During this time, teachers will use data from mock testing, NWEA, and formative classroom assessments. They will also work collaboratively with their grade level team to plan for future instruction.
- BUCS has implemented a new Math curriculum in grades 6-8 called *Big Ideas*, which is aligned to the CCSS.
- Teachers have been provided with the *Ready New York CCLS* books for Math. These books have been aligned to the CCSS.
- There are three scheduled Math mock tests for the year. Teachers will be provided with a data analysis after each mock test so that they can use it to drive their instruction. The mock tests will come from the *Ready New York CCLS Practice Test Books*.
- Teachers will use Data Driven Instruction to create lesson plans and long range plans. The data used will be from NWEA, classroom formative assessments, and State Test Scores.
- Teachers will be provided with the modules located on EngageNY. These modules consist of a curriculum map, daily lesson plans, extensive problem sets, guide questions, examples of proficient student work, and other materials. All Common Core Learning Standards are included in the modules. The amount of time spent on each module depends on the scope and difficulty of the content.
- Buffalo United has implemented a school-wide initiative called “Messmer’s Math Maniacs” to help increase math achievement scores. Students will work weekly on math facts for that grade level. Once they have mastered all of the math facts for the grade level, they will earn a “Messmer’s Math Maniac” tee-shirt.
- Elective classes will incorporate math content in order to provide more instruction in this subject area.
- Students will have access to the Study Island computer program which is now aligned to the CCSS. Teachers can differentiate Math lessons and assessments on Study Island to meet the student’s needs.

## **SCIENCE**

### **Goal 3: Science**

Students will be proficient in Science

#### **Background**

As the Association for the Advancement of Science and the National Council on Science explain, developing college-ready and scientifically literate students involves teaching a mixture of content knowledge, the practices and skills of scientists, and information on the nature of science. The curriculum, which includes study in life science, physical science and earth and space science, is designed to develop content knowledge about the results of scientific discoveries regarding the natural world. The teaching of practices and skills of scientists requires that students participate in the scientific process of inquiry and

discovery through conducting investigations, using instruments, and applying mathematical skills that model the process used by scientists to learn about the universe. The curriculum provides students with the opportunity to participate in the scientific process, in addition to read, write, discuss and experiment with science through high level thinking and problem solving. It also ensures that students use the scientific processes and skills through lab work and investigations.

The content of the science curriculum in kindergarten through grade two focuses scientific learning primarily through the study of events and phenomena in nature that can be observed with the five senses. Investigations at this level are modeled, simple, and structured, allowing students to write journals on their discoveries, create simple pictographs of data, and draw conclusions from observations under the direction of the teacher. The incorporation of non-fiction readers on each topic provides students the opportunity to develop grade level appropriate science vocabulary.

Building on these foundational skills, including the integration of skills from ELA and math, the curriculum for grades three through five, directs students to begin exploring cause and effect connections between events (e.g., the sun rises every day and it gets warmer during the day, ergo, the sun provides heat to earth). Investigations for students in grades three through five are still often modeled, but they are more complex and involve more detailed measurements, use a variety of tools such as balances and microscopes, and require students to control for multiple variables. Students engage in the practices of scientists as they chart data, complete lab reports, and create graphs in order to communicate results of investigations orally and in writing while defending their conclusions.

The curriculum for students in grades six through eight includes further exploration of cause and effect relationships while also connecting knowledge of concepts to real world examples and solidifying congruence between students' understanding of phenomena to that of the scientific community. Investigations are more student-directed, from the guiding question through the scientific procedures to the organizing, analyzing and reporting of data.

### **Goal 3: Absolute Measure**

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

### **Method**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2013. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

### **Results**

In 2012-13, 73% of 2<sup>nd</sup> year students scored at or above the Level 3 Cut Score in science.

**Charter School Performance on 2012-13 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	97%	63	Results Not Available	
8	49%	61		
<b>All</b>	<b>73%</b>	<b>124</b>		

**Evaluation**

Buffalo United did not meet this measure. With 73% of students scoring at or above the Level 3 Cut Score, Buffalo United missed its accountability goal of 75% by two percentage points.

**Additional Evidence**

Buffalo United failed to meet this measure by two percentage points, but met the measure during the two previous years.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	96%	77	97%	60	97%	63
8	74%	55	85%	65	49%	61
<b>All</b>	<b>86%</b>	<b>132</b>	<b>90%</b>	<b>125</b>	<b>73%</b>	<b>124</b>

**Goal 3: Comparative Measure**

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

**Method**

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

**Results**

Buffalo United achieved a proficiency rate of 73% in science. Data for the district public schools is not yet available. Therefore, we are unable to compare Buffalo United scores to those of the district schools.

**2012-13 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	97%	63	Results Not Available	
8	49%	61		
<b>All</b>	<b>73%</b>	<b>124</b>		

**Evaluation**

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

**Additional Evidence**

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

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students
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	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	96%	68%	97%	62%	97%	N/A
8	74%	39%	85%	40%	49%	
<b>All</b>	<b>86%</b>	<b>53%</b>	<b>90%</b>	<b>51%</b>	<b>73%</b>	

### **Summary of the Science Goal**

Buffalo United did not achieve the absolute measure, missing by two percentage points. Data from the district public schools is not yet available, therefore we are unable to report on the comparative measure for 2012-13. Buffalo United did meet the measure in 2011-12.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A (Achieved in 2011-12)

### **Action Plan**

To enhance student performance in Science during the 2013-14 school year, Buffalo United will implement the following measures:

- The 6<sup>th</sup> grade Science teacher and the 7<sup>th</sup> & 8<sup>th</sup> Science teachers will meet regularly to discuss the curriculum and lesson planning. This time is useful so that we can ensure that all standards are being covered.
- In order for students to build stronger content knowledge in Science, the 7<sup>th</sup> & 8<sup>th</sup> grade Science teacher will incorporate science labs into weekly lesson plans.
- Three science mock tests will be administered this year. The data will be collected and analyzed by the teachers.
- After the ELA and Math State Tests, elective classes will incorporate science content.
- We have provided grades 4-6 with a new Science curriculum that is aligned to the CCSS. The Delta Science kits will still be incorporated as a supplemental resource.
- Students in grades 5 and 6 will participate in a hands-on-learning experience as they prepare for the Science fair. The objectives that students master will be beneficial to their learning in future grade levels.

## **NCLB**

### **Goal 5: Absolute Measure**

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

### **Method**

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools.

Each year the state issues School Report Cards which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

### **Results**

Buffalo United's accountability status for the 2012-13 school year is in "good standing."

### **Evaluation**

Buffalo United met this measure. With the approval of NY's ESEA Waiver, combined subject targets for each subgroup were identified. Buffalo United was above all of those cut points and was not identified as either a focus or priority school.

### **Additional Evidence**

Buffalo United had been in good standing every year up to 2010-11. In 2011-12 Buffalo United was above all of the cut points for Focus and Priority schools.

#### **NCLB Status by Year**

Year	Status
2010-11	School in Need of Improvement
2011-12	Good Standing
2012-13	Good Standing