

Accountability Plan Progress Reports for the 2009-10 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the SUNY Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports and, at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**BUFFALO UNITED
CHARTER SCHOOL**

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 3, 2010

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Buffalo United Charter School prepared this 2009-10 Accountability Plan Progress Report.

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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 will reach capacity in the 2010-11 school year to serve 680 students in grades K-8. The initial charter renewal runs through the 2010-11 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 for school families.

In 2009-10, 92 percent of students at Buffalo United qualified for the National School Lunch Program. Ninety-seven percent of students were African American and 2 percent were Hispanic. In addition, 10 percent of students were designated as special education. In fall 2009, the average student entering Buffalo United for the first time scored in the 21st percentile in math and 25th percentile in reading. 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.”*

As the following analysis shows, Buffalo United has consistently met both comparative performance measures in both English language arts (ELA) and mathematics. The school continues to be a valuable educational option for the children and families in the Buffalo community. The school has also made progress in the absolute performance measures, achieving the absolute measure in mathematics and in grades 3, 5, and 6 in ELA. We are committed to fulfilling our mission of high academic achievement and preparing students for college, and we believe we are well positioned to address achievement gaps.

During Buffalo United’s initial charter term, the school made significant academic progress. Looking back at 2005-06 data, when New York State first implemented its new testing program for grades 3-8, just 41% of students scored proficient in English language arts (ELA) and 54% of students scored proficient in mathematics. By 2007-08, ELA proficiency had increased to 65% and math proficiency had increased to 89%. The school has maintained those gains through the first two years of its renewal term and has initiatives and programs in place to ensure additional growth during the 2010-2011 school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2005-06	64	67	73	61	54	45	48	n/a	n/a	412
2006-07	50	70	75	67	67	50	45	45	n/a	469
2007-08	62	67	75	73	80	75	48	50	50	580
2008-09	54	75	72	77	74	74	71	50	51	598
2009-10	45	69	74	90	81	81	75	77	52	644

*Enrollment numbers are from September of each year.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English language arts.

Background

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.¹ 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 how 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 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 through 2008-09, 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 English language arts examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

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

Method

The school administered the New York State Testing Program English language arts assessment to students in grades 3-8 in April 2010. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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

**2009-10 State English Language Arts Exam
Number of Students Tested and Not Tested**

Year	Grade	Total Tested	Not Tested ²			Total Enrolled
			IEP	ELL	Absent	
2007-08	3	74	0	0	0	74
	4	72	0	0	0	72
	5	74	0	0	0	74
	6	48	0	0	0	48
	7	50	0	0	0	50
	8	43	0	0	0	43
	All	361	0	0	0	361
2008-09	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
	All	392	0	0	1	393
2009-10	3	83	0	0	2	85
	4	73	0	0	0	73
	5	73	0	0	0	73
	6	71	0	0	0	71
	7	74	0	0	0	74
	8	47	0	0	0	47
	All	421	0	0	2	423

Results

Overall, 65% of Buffalo United students in at least their second year achieved a Scale Score of 650 or above. In grades 3, 5, and 6, 75% or more achieved a scale score of 650 or above.

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

**Charter School Performance on 2009-10 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	
2007 -08	3	All Students	3	25	68	4	72	74
		Students in At Least 2 nd Year	2	21	71	6	77	52
	4	All Students	10	33	57	0	57	72
		Students in At Least 2 nd Year	11	35	54	0	54	56
	5	All Students	1	12	87	0	87	74
		Students in At Least 2 nd Year	2	14	84	0	84	49
	6	All Students	0	25	67	8	75	48
		Students in At Least 2 nd Year	0	25	67	8	75	39
	7	All Students	0	52	48	0	48	50
		Students in At Least 2 nd Year	0	54	46	0	46	35
	8	All Students	2	51	42	5	47	43
		Students in At Least 2 nd Year	3	56	38	3	41	32
	All	All Students	3	31	63	3	66	361
		Students in At Least 2 nd Year	3	32	62	3	65	263
2008 -09	3	All Students	3	22	63	13	76	78
		Students in At Least 2 nd Year	3	20	66	11	77	64
	4	All Students	4	25	64	7	71	75
		Students in At Least 2 nd Year	2	22	68	8	77	60
	5	All Students	-	17	77	6	83	71
		Students in At Least 2 nd Year	-	20	74	7	80	46
	6	All Students	-	20	80	-	80	71
		Students in At Least 2 nd Year	-	20	80	-	80	60
	7	All Students	-	40	60	-	60	50
		Students in At Least 2 nd Year	-	38	63	-	63	40
	8	All Students	2	51	47	-	47	47
		Students in At Least 2 nd Year	3	45	53	-	53	38
	All	All Students	2	27	67	5	71	392
		Students in At Least 2 nd Year	1	26	68	5	73	308

	Grade	Population	Percent Scoring at or above 650	Number Tested
2009-10	3	All Students	77	83
		Students in At Least 2 nd Year	76	58
	4	All Students	47	73
		Students in At Least 2 nd Year	46	63
	5	All Students	89	73
		Students in At Least 2 nd Year	89	48
	6	All Students	79	71
		Students in At Least 2 nd Year	78	54
	7	All Students	62	74
		Students in At Least 2 nd Year	67	63
	8	All Students	28	47
		Students in At Least 2 nd Year	25	36
	All	All Students	66	421
		Students in At Least 2 nd Year	65	321

Evaluation

Buffalo United did not meet this measure. As an aggregate, 65% of students enrolled in at least their second year achieved a Scale Score of 650 or higher, 10 percentage points below the goal of 75%.

Additional Evidence

While Buffalo United did not meet this measure, at least 75% of students in grades 3, 5 and 6 achieved a Scale Score of 650 or higher. In addition, proficiency in grade 7 increased year over year. In 2007-08, 46% of grade 7 students in their second year met the proficiency benchmark. In 2008-09, 63% of grade 7 students were proficient. In 2009-10, that number increased to 67%. We recognize that we must improve our student scores in ELA, with a particular focus on grades 4, 7, and 8, in order to meet the goals in our Accountability Plan and our mission of high academic achievement. In our individual student analysis, we found that 8 grade 4 students (11% of the cohort), 9 grade 7 students (12% of the cohort) and 7 grade 8 students (15% of the cohort) were 1-2 raw score points below the Scale Score of 650. Had these students achieved a Scale Score of 650 or higher, the overall school proficiency would have been 71%. Over 25% of all students at Buffalo United students missed the 650 threshold by 1-2 raw score points. If all of these students had achieved the 650 Scale Score, the overall school proficiency would have been 75%.

We also note that some item types were particularly challenging for our students, namely those that required a written response rather than a multiple choice answer. Our calculations indicate that students correctly answered 78.0% of multiple choice questions and 61.6% of short answer questions. Proficiency scores jump considerably in all grades except grade 3, if proficiency is calculated with multiple choice questions alone.

These observations have helped inform our action plan, discussed on page 17.

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 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	42	50	77	52	77	64	76	58
4	52	42	54	56	77	60	46	63
5	72	32	84	49	80	46	89	47
6	29	31	75	39	80	60	78	54
7	29	34	46	35	63	40	67	63
8	-	-	41	32	53	38	25	36
All	45	189	73	263	73	308	65	321

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-10 is 155.³ 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

The school achieved a performance index of 123, 32 points below the AMO of 155.

Calculation of 2009-10 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	14	49	30	7	418

$$\begin{aligned}
 \text{PI} &= 49 + 30 + 7 = 86 \\
 &+ 30 + 7 = 37 \\
 \text{PI} &= 123
 \end{aligned}$$

³ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Evaluation

Based on current proficiency levels, Buffalo United did not meet this measure. The school’s Performance Index was 123, 32 points below the AMO of 155. We understand that the New York State Education Department is reviewing the AMOs in light of the new proficiency cut scores and we anticipate revising this measure upon receipt of additional information.

Additional Evidence

Buffalo United met the state’s AMO in ELA for 2006-07, 2007-08 and 2008-09, but did not meet this goal in 2009-10. 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. In 2009-10, the school fell short of the AMO by 32 points. In addition, the percent of students scoring at Level 1 increased from 2% in 2008-09 to 14% in 2009-10. We look forward to receiving additional guidance from the New York State Education Department. In the meantime, we have calculated Buffalo United’s Performance Index using the 2008-09 cut scores and find that the school would have exceeded the AMO by 31 points.

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

Year	Grades ⁴	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
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	170	144
2009-10	3-8	418	14	49	30	7	123	155

Goal 1: 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 36% for Buffalo United; the percentage of students attending Buffalo City Public Schools performing at Level 3 and above was 30%. Buffalo United outperformed Buffalo City Public Schools as an aggregate by 6 percentage points.

⁴ Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

**2009-10 State English Language Arts Exam
Charter School and District Performance by Grade Level**

School Year	Grade	Percent of Students at Levels 3 and 4			
		Charter School Students In At Least 2 nd Year		All District Students	
		Percent	Number Tested	Percent	Number Tested
2007-08	3	77	52	47	2473
	4	54	56	42	2311
	5	84	49	53	2257
	6	75	39	44	2388
	7	46	35	44	2546
	8	41	32	28	2782
	All	65	263	42	14757
2008-09	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
	All	73	308	54	14403
2009-10	3	55	58	28	2515
	4	25	63	31	2467
	5	43	47	32	2470
	6	46	54	30	2355
	7	30	63	32	2442
	8	14	36	26	2514
	All	36	321	30	14763

Evaluation

Buffalo United met this measure. The school exceeded Buffalo City Public School’s aggregate performance by 6 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, 92% of students qualify for the free or reduced lunch program, compared to 82% in Buffalo City Public Schools. In 2005-06, the percent of Buffalo United students performing at or above Level 3 was greater than students in Buffalo City Public Schools by 10 percentage points. In 2007-08, the percent of Buffalo United students performing at or above Level 3 was greater than students in the local district by 23 percentage points. In 2008-09, Buffalo United exceeded the local district by 19 percentage points. In 2009-10, Buffalo United exceeded the local district by 6 percentage points. In addition, in 2007-08 and 2008-09, Buffalo United students outperformed the local district in every grade level and in aggregate.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	42	35	77	47	77	49	55	28
4	52	40	54	42	77	54	25	31
5	72	39	84	53	80	56	43	32
6	29	35	75	44	80	64	46	30
7	29	27	46	44	63	62	30	32
8	-	-	41	28	53	43	14	26
All	45	35	65	42	73	54	36	30

Goal 1: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent data available.

Results

Buffalo United achieved an Effect Size of 0.50 in 2008-09. The Effect Size is higher than expected to a medium degree.

2008-09 English Language Arts Comparative Performance by Grade Level

School Year	Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
				Actual	Predicted		
2008-09	3	77.4	78	75.6	63.7	11.9	0.83
	4		75	70.7	64.6	6.1	0.45
	5		71	83.1	71.4	11.7	0.93
	6		71	80.3	68.5	11.8	0.83
	7		50	60.0	65.2	-5.2	-0.34
	8		47	46.8	50.3	-3.5	-0.21
	All		392	71.4	64.7	6.7	0.50

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

Evaluation

Buffalo United met this measure for the most recently published data. The school's Effect Size was 0.50, which is higher than expected to a medium degree. In addition, grades 3, 5 and 6 achieved Effect Sizes that were higher than expected to a large degree, with students in these grades exceeding the predicted level of performance by 12 percentage points.

Additional Evidence

Buffalo United's Effect Size has been higher than expected for 2007-08 and 2008-09. In 2007-08, the Effect Size was higher than expected to a large degree (0.85). In addition, grades 3, 5 and 6 achieved Effect Sizes that were higher than expected to a large degree in both 2007-08 and 2008-09. In 2008-09, these grade cohorts exceeded the predicted level of performance by 12 percentage points.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
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	77.4	392	71.4	64.7	0.50
2009-10	3-8	-	-	n/a	n/a	n/a

Goal 1: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. 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

Buffalo United did not meet its target as an aggregate cohort. One of six cohorts (grade 5) reached its target.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	61	72	74	46	NO
5	44	77	78	89	YES
6	52	84	85	81	NO
7	58	76	77	66	NO
8	35	57	66	26	NO
All	251	75	76	62	NO

Evaluation

Buffalo United did not meet this measure. One of the six cohorts (grade 5) achieved their target. While grade 6 did not show positive growth, 81% of students performed at or above a Scale Score of 650.

Additional Evidence

Just one cohort met its target in 2009-10. However, Buffalo United has demonstrated improvement in past years. In 2006-07, one cohort met its target; in 2007-08 two cohorts met their targets; and in 2008-09, four cohorts met their targets with one of those cohorts being the aggregate cohort.

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
2009-10	4-8	1	6

Additional Growth Measure: NWEA-MAP Reading Assessment

Method

The school administered the Northwest Evaluation Association Measure of Academic Performance (“NWEA-MAP”) reading assessment to students in grades K-8 in the fall of 2009 and the spring of 2010. The norm-referenced test measures student growth against a national sample of approximately 3 million students. Success on this measure is indicated by a higher rate of growth and greater incidence of meeting typical growth in 2009-10 than in 2008-09 and when compared to national norms.

Results

In 2008-09, students’ rate of growth in reading was 114.3% with 100.0% representing the national average. In 2009-10, students’ rate of growth was 120.0%, an increase of 5.7 percentage points. In 2008-9, the percent of students meeting or exceeding typical growth was 58.9%. That number increased to 59.7% in 2009-10.

Cohort Median Rate of Growth on NWEA-MAP Reading Test from Fall 2009 to Spring 2010

Grade	Cohort Size	2008-09	Target	2009-10	Target Achieved
K	42	147.06	Increased Magnitude of Growth	163.07	YES (+16.01)
1	58	133.33		154.20	YES (+20.87)
2	66	127.27		140.59	YES (+13.32)
3	81	118.61		130.63	YES (+12.02)
4	73	109.09		136.36	YES (+27.27)
5	72	100.00		128.57	YES (+28.57)
6	70	100.00		116.67	YES (+16.67)
7	73	100.00		80.00	NO (-20)
8	46	150.00		50.00	NO (-100)
All	581	114.30		120.00	YES (+5.70)

Percent of Students Making Typical Growth on NWEA-MAP Reading Test from Fall 2009 to Spring 2010

Grade	Cohort Size	2008-09	Target	2009-10	Target Achieved
K	42	76.22	Increased Incidence of Growth	76.92	YES (+0.7)
1	58	69.88		72.95	YES (+3.07)
2	66	66.19		68.01	YES (+1.82)
3	81	60.07		64.86	YES (+4.79)
4	73	56.64		64.79	YES (+8.15)
5	72	54.23		60.00	YES (+5.77)
6	70	54.50		55.50	YES (+1.00)
7	73	54.55		49.40	NO (-5.15)
8	46	61.95		41.30	NO (-20.65)
All	581	58.9		59.7	YES

					(+0.8)
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**Cohort NCE Score for Median Rate of Growth
on NWEA-MAP Reading Test from Fall 2009 to Spring 2010**

Grade	Cohort Size	Average NCE			Target Achieved
		2008-09	Target	2009-10	
2	66	57.73	Increased NCE Score	58.78	YES (+1.05)
3	81	52.08		73.63	YES (+21.55)
4	73	25.15		75.64	YES (+50.49)
5	72	48.18		80.32	YES (+32.14)
6	70	36.63		64.25	YES (+27.62)
7	73	46.22		22.81	NO (-23.41)
8	46	86.24		2.65	NO (-83.59)

Evaluation

Buffalo United’s median rate of growth in reading exceeded national norms and increased 5.7 percentage points between 2008-09 and 2009-10. The percent of students making typical growth increased 0.8 percentage points. In addition, between 2008-09 and 2009-10, students’ NCE scores increased in 5 of 7 cohorts.

Additional Evidence

These data from the NWEA-MAP show that the magnitude and incidence of growth in reading both increased over the past year. In 2008-09, Buffalo United students’ rate of growth was 114.3%. In 2009-10, their rate of growth increased to 120.0%, 20% higher than the national average.

Examining NWEA-MAP data by grade level shows significant gains in grades K-5. From 2008-09 through 2009-10, K-5 students have consistently demonstrated increasing, accelerated rates of growth in reading. In addition to greater rates of growth, the data shows that more students are achieving or exceeding typical growth in grades K-5. Buffalo United also adds significant value to students in their first year at the school. In the fall of 2009, the median fall reading score for incoming K-8 students placed them at the 25th percentile nationally. By the spring, these students were scoring at the 41st percentile. The growth rate of first year students placed them above the national average growth rate—at the 67th percentile. In addition, 58% of first-year students made typical growth in reading, which also put them above the national average at the 53rd percentile. Note that these national comparisons are made without controlling for socio-economic factors.

NCE scores for grades 2-6 increased between 2008-09 and 2009-10, while NCE scores for grades 7 and 8 decreased. Particularly significant jumps are seen in grades 4, 5, and 6 which moved from a below average NCE score to an above average NCE score. In addition, the NCE score for grade 3 increased from 52.08 to 73.64. These data indicate that students’ rates of growth are above average and place them at higher percentiles in 2009-10 than in 2008-09.

Additional Growth Measure: NWEA-MAP Language Usage Assessment

Method

The school administered the NWEA-MAP language usage tests to students in grades K-8 in the fall of 2009 and the spring of 2010. The norm-referenced test measures student growth against a national sample of approximately 3 million students. Success on this measure is indicated by a higher rate and incidence of growth in 2009-10 than in 2008-09 and when compared to national norms.

Results

The median rate of growth increased from 126.8% in 2008-09 to 133.3% in 2009-10, with 100.0% representing national average. In 2008-09, 62.7% of Buffalo United students made typical growth. In 2009-10, 66.3% did so.

Cohort Median Rate of Growth on NWEA-MAP Language Usage Test from Fall 2009 to Spring 2010

Grade	Cohort Size	2008-09	Target	2009-10	Target Achieved
K	42	102.63	Increased Magnitude of Growth	150.00	YES (+47.37)
1	58	112.92		142.86	YES (+29.94)
2	66	113.33		137.50	YES (+24.17)
3	81	123.61		144.95	YES (+21.34)
4	73	126.32		150.00	YES (+23.68)
5	72	146.15		143.06	NO (-3.09)
6	70	150.00		120.00	NO (-30.00)
7	73	160.00		100.00	NO (-60.00)
8	46	177.50		33.33	NO (-144.17)
All	581	126.8			133.3

Percent of Students Making Typical Growth on NWEA-MAP Language Usage Test from Fall 2009 to Spring 2010

Grade	Cohort Size	2008-09	Target	2009-10	Target Achieved
K	42	52.38	Increased Incidence of Growth	80.41	YES (+28.03)
1	58	59.15		74.52	YES (+15.37)
2	66	58.13		72.10	YES (+13.97)
3	81	61.45		72.97	YES

					(+11.52)
4	73	62.81		71.64	YES (+8.83)
5	72	65.25		67.07	YES (+1.82)
6	70	68.02		59.52	NO (-8.50)
7	73	68.62		52.10	NO (-16.52)
8	46	66.67		43.01	NO (-23.66)
All	581	62.7		66.3	YES (+3.60)

**Cohort NCE Score for Median Rate of Growth
on NWEA-MAP Language Usage Test from Fall 2009 to Spring 2010**

Grade	Cohort Size	Average NCE			Target Achieved
		2008-09	Target	2009-10	
2	66	57.73	Increased NCE Score	58.78	YES (+1.05)
3	81	52.08		73.63	YES (+21.55)
4	73	25.15		75.64	YES (+50.49)
5	72	48.18		80.32	YES (+32.14)
6	70	36.63		64.25	YES (+27.62)
7	73	46.22		22.81	NO (-23.41)
8	46	86.24		2.65	NO (-83.59)

Evaluation

Buffalo United saw increased magnitude and increased incidence of growth in 2009-10. Buffalo United’s average rate of growth in language usage exceeded national norms and increased by 6.5 percentage points between 2008-09 and 2009-10. In addition, the percent of students making typical growth increased by 3.6 percentage points. Five of 7 cohorts showed increased NCE scores between 2008-09 and 2009-10.

Additional Evidence

More students made typical growth on the NWEA-MAP language usage assessment in 2009-10 than in the previous year. In 2008-09, 62.7% of students met average annual growth. In 2009-10, that percentage increased slightly to 66.3%. The average rate of growth also increased from 126.8% to 133.3% between 2008-09 and 2009-10. These scores demonstrate that many of our students continue to grow and learn at an accelerated rate. The magnitude and incidence of growth continue to increase overall, but we recognize that grades 6-8 lost ground between 2008-09 and 2009-10.

We note that students who were in their first year at Buffalo United demonstrated promising growth. The median fall language usage score for new students in grades K-8 placed them in the 24th percentile nationally. By spring, these students scored in the 43rd percentile. Furthermore, these students placed in the 84th percentile in rate of growth and the 55th percentile in the percent of students making typical growth—both above the national average, without controls for socio-economic factors.

Summary of the English Language Arts Goal

Buffalo United met two out of five Accountability Plan measures in ELA. While Buffalo United did not meet its Absolute proficiency goals as an aggregate, grades 3, 5, and 6 did meet the 75% target. Buffalo United also met both Comparative proficiency goals.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve*
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Did Not Achieve

*We anticipate adjusting this measure upon receipt of additional guidance from the New York State Education Department.

Action Plan

Buffalo United met both comparative English language arts (ELA) measures in 2009-10. However, we recognize that the absolute measures in ELA have not been met and that specific challenges exist in grades 4, 7 and 8. In addition, we recognize a need to increase rigor to meet the new proficiency standards aligned to college-ready performance. We are prepared to address the challenges reflected in these scores in order to fulfill our mission of high academic achievement and to prepare our students for a rigorous high school curriculum and college. We have examined the data from the NYSTP ELA assessment and have determined a course of action to address the trends these data reveal.

In particular, we note that fourth grade underachieved in ELA. As a cohort, 46% performed at or above a Scale Score of 650. A closer look at the data revealed that a much higher percentage of students in two of three classrooms achieved proficiency (48% and 58% respectively). Of students in the third classroom, however, 33% achieved proficiency. A staffing change has been made to ensure that we better meet the needs of our students. We also note that 8 grade 4 students were 1-2 points from achieving a Scale Score of 650. Another 13 students were 3-5 points from achieving a Scale Score of 650. These students represent 29% of the grade 4 cohort, indicating that targeted interventions could produce significant gains in proficiency.

To identify the knowledge gaps of these grade 4 students and their peers, we examined the item and strand level data. We note particular areas for improvement. In “Information and Understanding”, in which students answered 60.6% of the questions correctly:

- Students answered correctly 52.7% of the time, when asked to collect and interpret data, facts, and ideas from unfamiliar texts.
- Students answered correctly 62.3% of the time, when asked to identify conclusions that summarize the main idea of a passage.
- Students demonstrated the ability to correctly understand written directions and procedures 41.8% of the time.
- Students wrote short responses using correct mechanics 64.4% of the time.

Students correctly answered 64.3% of the questions in the “Literary Response and Expression” strand. Students struggled particularly on these specific items:

- Students provided satisfactory written responses to a listening passage 55.8% of the time.
- Students answered correctly 47.9% of the time, when asked to make predictions, draw conclusions, and make inferences about events and characters.
- Students answered correctly 57.5% of the time, when asked to use knowledge of story structure, story elements, and key vocabulary to interpret stories.

Students correctly answered 66.7% of questions in the “Critical Analysis and Evaluation” strand. In this strand, students had difficulty with items that asked them to read a passage and construct a response by making inferences. On these questions, students provided satisfactory responses 58.6% of the time.

We have developed a number of strategies to address these gaps in knowledge. Importantly, we note that students struggled with the writing component in each strand. Beginning in 2010-11, Buffalo United has arranged for all teachers to receive professional development in the Six-Plus-One Traits of Writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency and Conventions. The first of these sessions is scheduled to take place in the first week of September and the school leadership team (principal and deans) will reinforce this professional development throughout the school year. Teachers will integrate these writing skills into other content areas and use journaling to instruct students in a uniform writing process of drafting, editing, and publishing their writing, using colored pencils to track edits.

In addition, students will spend additional time reading. Students will read non-fiction materials to improve their comprehension skills. On a daily basis, students will review strategies for vocabulary development and practice the use of contextual clues. *Accelerated Reader* will be implemented in grade 4 and throughout the school to encourage the love and habit of reading. When a student reads a book, he or she will enter the information into the computer. *Accelerated Reader* will prompt the student to answer questions to check for comprehension, and then track how many books and words each child reads. This program helps students quantify their achievements and will help teachers monitor students’ reading and help them select appropriate level material.

Finally, the data indicates that 34 grade 4 students achieved proficiency; 21 scored within 5 points of the Scale Score of 650; and additional 18 students scored 6 or more points below the Scale Score of 650. This distribution reflects the need for differentiated instruction to address the learning needs of students at different levels of achievement. During weekly grade level planning time throughout the year, teachers will use DesCartes to identify skills and concepts that need reinforcement for each student and collaborate with their colleagues and deans to create opportunities for small group instruction. An academic specialist has been hired to provide teachers with support and the creation of a fourth dean position at Buffalo United will allow one dean to be assigned to grades 3 and 4. (Previously, one dean was assigned to grades

3, 4 and 5). We believe these additional supports will help teachers meet the needs of students at various levels of knowledge and increase instructional rigor.

Based on grade-level data, we also know that proficiency levels in grades 7 and 8 were lower than other grades and the school-wide average. In grade 7, 67% of students reached proficiency using Scale Score of 650. In grade 8, 25% of students did so. In grade 7, 46 students scored proficient. Nine students were within 1-2 points of proficiency and another 9 students were 3-5 points of proficiency—representing 24% of the grade 7 cohort. In grade 8, 13 of 47 students scored proficient. Seven students scored within 1-2 points of proficiency and 13 students scored within 3-5 points of proficiency. The 20 students within 5 points of the Scale Score of 650 represent 45% of the grade 8 cohort.

We again analyzed the strand and item level data on the NYSTP ELA exam to identify specific knowledge gaps among our grade 7 and 8 students.

Consider the following grade 7 data points:

- In the “Information and Understanding” strand, students successfully demonstrated the ability to observe the rules of punctuation, capitalization, and spelling; and to use correct grammatical instruction 41.4% of the time. Students answered correctly 66.2% of the time, when asked to draw conclusions and make inferences on the basis of explicit or implied information.
- In the “Literary Response and Expression” strand, students correctly identified poetic elements such as repetition, rhythm, and rhyming patterns, in order to interpret poems 56.8% of the time. Students recognized how an author’s use of language created images or feelings 68.9% of the time.
- In the “Critical Analysis and Evaluation” strand, students correctly answered questions that asked them to demonstrate the ability to present clear analysis, using examples, details, and reasons from text 64.2% of the time.

Consider the following grade 8 data points:

- In the “Information and Understanding” strand, students correctly distinguished between relevant and irrelevant information 44.7% of the time. When a question asked students to demonstrate the ability to listen to a passage and construct a short response based on what they heard, 59.1% provided satisfactory responses. When asked to demonstrate the ability to engage in writing for a variety of purposes, topics, and audiences, 66.0% provided satisfactory responses.
- In the “Critical Analysis and Evaluation” strand, students answered 51.5% questions adequately when asked to demonstrate proficiency in reading a passage and providing short and extended written responses.

Similar to the trend identified in grade 4, the data show that students in grades 7 and 8 consistently struggled with the writing portions of the NYSTP ELA exam. With this in mind, grade 7 and 8 teachers will participate in the professional development on the Six-Plus-One Traits of Writing described above. In addition, and to address particular challenges in writing prose using correct punctuation and grammar, teachers will develop cross-curricular lessons to increase practice in writing. For example, fifteen minutes of the grade 7-8 lunch periods will be used as an additional time for writing practice, during which advisors will work with small groups of students on their writing skills through journaling assignments on the Moral Focus topics.

Grades 7 and 8 will also make use of *Accelerated Reader*, mentioned above, to track the number of books each student reads and assist teachers in selecting the appropriate texts based on students’ reading abilities. Throughout instruction in ELA, teachers will work with their deans and grade-level teams to

formatively assess student progress and plan units for small groups of instruction to be led by teachers, at-risk academic specialists, and paraprofessionals. Instruction will focus on elements where students struggled most: reading stories and identifying story elements; participating in vocabulary development activities such as the identification of synonyms and antonyms, word parts, and contextual clues; and reading and writing poetry and interpreting the meaning of poems.

We believe there are great strides to be made in instructional rigor. However, we also know that the challenges reflected in grade 7 and 8 proficiency scores are closely tied to school culture and student discipline. During the 2009-10 school year, there were 17 suspensions in grade 7 and 9 suspensions in grade 8. More than one third of total discipline referrals occurred during the month of May—in the midst of the 2009-10 testing season. Our classroom observations throughout the past year have confirmed the need for more professional development around classroom management and a more rigorous enforcement of our code of conduct. We believe this is an important element of our action plan for increasing student achievement in grades 7 and 8, as addressing these cultural challenges will reduce classroom interruptions and increase time on task.

School Culture and Student Discipline

Buffalo United will continue to reinforce the CHAMPS and Capturing Kids' Hearts programs. The CHAMPS program establishes common procedures and practices between all classrooms and grade levels in the school building, providing clear and consistent expectations for behavior in the hallways, during lunch, at morning drop-off, and throughout the day. These practices will create a common understanding of acceptable conduct for all Buffalo United students. The Capturing Kids' Hearts program is a professional development series that assists teachers in building relationships with students, collaborating with their classrooms to create "social contracts," and provides techniques for classroom management. These programs will be reinforced with "BUCS Bucks," a program through which students will receive rewards when they display the virtues taught in the Moral Focus program. Students will be able to redeem BUCS Bucks for prizes from their teacher and will be recognized at monthly Moral Focus assemblies. In addition, although uniforms have always been a part of school culture, we will begin requiring our 6-8 grade students to wear shirts and ties.

Most importantly, beginning in the fall of 2010, Buffalo United will also implement a new school-wide discipline system. The system will be based on a Behavior Management Model and a Behavior Management Discipline Matrix. The Model outlines consistent expectations for behavior and the Discipline Matrix defines consistent consequences for misbehavior across all classrooms and grade levels. This discipline system will ensure a safe, orderly, chaos-free and high-achieving learning environment for students to learn and teachers to teach. Emphasis will be placed on prevention of problem behavior, development of conflict-resolution skills, and the use of data-based problem solving for addressing existing behavior concerns. As mentioned above, an additional dean will be added to the school leadership team, allowing one dean to focus explicitly on grades 7 and 8 and support this new system. In particular, Buffalo United will:

- Review school-wide behavior expectations
- Make behavior expectations visible in the school
- Teach behavior expectations to students
- Encourage appropriate student behavior ("BUCS Bucks")
- Correct inappropriate student behavior using the Behavior Management Model and Behavior Management Discipline Matrix
- Use data (AtSchool) as part of a school-wide behavior system

Prior to the first day of school, all staff members participated in a positive school-wide behavior system training session. The training introduced staff to NHA's system which includes school-wide, classroom, and individual student systems. Staff was trained on teaching and monitoring expectations, giving positive praise, correcting inappropriate behaviors, and analyzing data. By entering infractions into the Atschool system, Buffalo United's Student Information System, school leaders will be able to analyze the behavior data. The more specific the behavior data, the more specific the behavior intervention will be.

A dean and several teachers will serve on a school culture committee and be responsible to promote effective behavior management practices, review discipline data and guide the implementation the discipline system. With the school principal, the committee will specifically look for:

- Total Office Discipline Referrals and suspensions by month
- Daily average Office Discipline Referrals by month
- Problem behaviors year to date (YTD)
- Location of behavior incidents YTD
- Time of day YTD
- Number of referrals by student YTD
- Referrals by grade YTD
- Referrals by staff member YTD
- Compare data YTD
- Positive behavior indicator (for example, number of students earning rewards by month)

We believe that this Behavior Management system will increase instructional time, decrease the amount of time that school leadership spends on discipline issue, and increase the time school leadership spends on classroom observations, feedback, and professional development.

Additionally, as a means of supporting the school's efforts in meeting its ELA accountability plan goal, the school will continue providing an after school program and a summer program through the partnership with the Boys & Girls Clubs of Buffalo.

Buffalo United is a data-driven organization. We have used the insights provided on the NYSTP ELA exam to design interventions that we believe will best address the areas where our grade 4, 7 and 8 students have struggled. We believe that through these strategies—to improve instructional rigor, increase proximity, and increase time on task by minimizing disruptions—our teachers will be better able to address the needs of students and improve proficiency.

The school achieved its comparative measures in ELA and students in grades 3, 5 and 6 achieved the absolute measure. However, we recognize that to meet our value-added measure and to fulfill our mission, we must sustain and grow these achievements. The table below describes the particular areas of focus for each grade level and action plans for addressing them.

Grade Level	Learning Standards	Action Plan
3rd Grade	<p>Information and Understanding</p> <ul style="list-style-type: none"> • Students will be able to identify main ideas and supporting details in informational texts. <p>Literary Response and Expression</p> <ul style="list-style-type: none"> • Students will be able to identify elements of character, plot, and setting to understand the author’s message or intent. • Students will be able to use knowledge of story structure, story elements, and key vocabulary to interpret stories. <p>Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Students will be able to evaluate the content by identifying important and unimportant details. 	<ol style="list-style-type: none"> 1. The students will create essential vocabulary notebooks where they will focus on the key vocabulary words in the different subject areas and measurement topics. 1. There will be at least 10 cross-curricular activities/lessons planned throughout the year. 2. There will be planned opportunities to incorporate essential vocabulary words into lessons. This will take place daily through HOT questions, connections among the words to real life, and offering more chances for the students to participate in oral reading. 3. Teachers will create action plans and unit plans for the different subjects that will map out which students need help and in which specific areas. 4. Students will utilize technology and websites such as StudyIsland.com to reinforce their fluency and vocabulary development. 5. Accelerated Reader will be implemented and monitored by teachers weekly and by administrators monthly. 6. Students will practice using context clues daily during reading instruction. 7. Students will read and respond to informational texts weekly. 8. Students will understand how to find the main idea in a passage and practice it daily. 9. Literary elements will be taught in reading workshop daily. 10. Teachers will teach students how to find important details in a passage through various techniques. 11. All teachers will develop writing activities and prompts utilizing the Six-Plus-One Traits of Writing.
4th Grade	<p>Information and Understanding</p> <ul style="list-style-type: none"> • Students will be able to collect and interpret data, facts, and ideas from informational texts. • Students will be able to identify a conclusion that summarizes the main idea. • Students will be able to recognize and use organizational features, such as 	<ol style="list-style-type: none"> 1. Teachers will utilize DesCartes to plan small group instruction based on the specific needs of each student. 2. Students will read non-fiction materials to gain background knowledge and to improve their comprehension skills. 3. Students will be taught strategies daily to help with vocabulary development (e.g. Frayer method, making connections and predictions, inferencing, visualizing, word walls, etc.) 4. Teachers will create unit plans for the different subjects that will map out which students need help in which areas

	<p>table of contents, indexes, page numbers, and characters.</p> <ul style="list-style-type: none"> • Students will be able to write short responses using correct mechanics. <p>Literary Response and Expression</p> <ul style="list-style-type: none"> • Students will be able to listen to a passage and construct a short response based on what they heard. • Students will be able to make predictions, draw conclusions, and make inferences about events and characters. • Students will be able to use knowledge of story structure, story elements, and key vocabulary to interpret stories. <p>Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Students will be able to evaluate content by identifying important and unimportant details. • Students will be able to read a passage and construct a response by making inferences. 	<ol style="list-style-type: none"> 5. Students will practice the use of context clues daily during reading instruction. 6. Accelerated Reader will be implemented and monitored by teachers weekly and by administrators monthly. 7. Students will continue to utilize technology and websites such as StudyIsland.com to reinforce their fluency and vocabulary development. 8. Students will read informational texts weekly to collect and interpret data. 9. Teachers will utilize writing workshop for students to write short responses, and allow editing time (peer, self, or teacher conferencing). 10. Students will learn note taking skills based on listening passages read by teachers. 11. Teachers will practice inferencing across the curriculum daily. 12. Paraprofessionals will work with individual and small groups of students based on identified needs. 13. Teachers will develop writing activities and prompts utilizing the Six-Plus-One Traits of Writing.
<p>5th Grade</p>	<p>Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Students will be able to evaluate information, ideas, opinions, and themes in texts by identifying: <ul style="list-style-type: none"> ○ A central idea and supporting details. ○ Details that are primary and those that are less important. ○ Statements of fact, opinion, and exaggeration. ○ Missing or unclear information. <p>Students will be able to form an opinion on a subject on the basis of information, ideas, and themes</p>	<ol style="list-style-type: none"> 1. Students will be taught various strategies to help them increase their vocabulary development (ex. Frayer method, making connections and predictions, inferencing, visualizing, etc.). 2. At the conclusion of reading units, teachers will design assessments to critically analyze stories that have been read. 3. Based on student data, the students will have the opportunity to work in small groups daily to work on their specific needs, both with the teachers and paraprofessionals. 4. Students will utilize technology and websites such as StudyIsland.com to reinforce their critical analysis skills. 5. Teachers will create action plans and unit plans for the different subjects based on student need. 6. NWEA data and state test data will be analyzed to drive instruction. 7. Accelerated Reader will be implemented and monitored by teachers

	expressed in presentations.	<p>weekly and by administrators monthly.</p> <p>8. Students will be taught to offer opinions that are supported by the details contained in the passages read.</p> <p>9. Teachers will develop writing activities and prompts utilizing the Six-Plus-One Traits of Writing.</p>
6th Grade	<p>Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> ● Students will be able to evaluate information, ideas, opinions, and themes in texts by identifying: <ul style="list-style-type: none"> ○ A central idea and supporting details. ○ Precise and vague language. ○ Statements of fact, opinion, and exaggeration. ○ Missing or unclear information. 	<ol style="list-style-type: none"> 1. Based on data provided by NWEA, state assessments, class work, etc , teachers will identify needs and work with students in small groups daily. 2. Teachers will create action plans for the different subjects which will map out which students need help in which areas. 3. At the conclusion of reading units, teachers will design written response assessments for students to critically analyze stories that have been read. 4. Teachers will create action plans and unit plans for the different subjects that will map out which students need help in which areas. 5. Accelerated Reader will be implemented and monitored by teachers weekly and by administrators monthly. 6. Students utilize technology and websites such as StudyIsland.com to reinforce their ability to critically analyze reading passages. 7. Teachers will develop writing activities and prompts utilizing the Six-Plus-One Traits of Writing.
7th Grade	<p>Literary Response & Expression</p> <ul style="list-style-type: none"> ● Students will be able to identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry. ● Students will be able to interpret characters, plot, setting, and theme, using evidence from the text. ● Students will be able to recognize how the author’s use of language creates images or feelings. 	<ol style="list-style-type: none"> 1. Students will be taught how to write prose using poetic elements such as rhyming and rhythm. 2. Students will read stories and have opportunities to identify story elements and draw conclusions from the texts. 3. Students will have experiences reading and writing poetry, and interpreting the meaning of a variety of poems. 4. Students will participate in vocabulary development activities (identifying synonyms and antonyms, word parts, use of contextual clues, writing sentences using new vocabulary words). 5. Accelerated Reader will be implemented and monitored by teachers weekly and by administrators monthly. 6. Students will utilize technology and websites such as StudyIsland.com to reinforce their vocabulary development. 7. Teachers will create action plans and unit plans for small group instruction and workshops that will be led by teachers, at-risk teachers,

		<p>and paraprofessionals.</p> <p>8. Teachers will create cross-curricular lessons to tie concepts together.</p> <p>9. All teachers will develop writing activities and prompts utilizing the Six-Plus-One Traits of Writing.</p>
8th Grade	<p>Information/Understanding</p> <ul style="list-style-type: none"> • Students will be able to determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and other print and electronic sources. • Students will be able to distinguish between relevant and irrelevant information. • Students will be able to draw conclusions and make inferences on the basis of explicit and implied information. • Students will be able to engage in writing for a variety of purposes, topics, and audiences. 	<ol style="list-style-type: none"> 1. Students will be taught how to write prose using poetic elements such as rhyming and rhythm. 2. Students will read stories and have opportunities to identify story elements and draw conclusions from the texts. 3. Students will have experiences reading and writing poetry, and interpreting meaning of a variety of poems. 4. Students will participate in vocabulary development activities (identifying synonyms and antonyms, word parts, use of contextual clues, writing sentences using new vocabulary words). 5. Accelerated Reader will be implemented and monitored by teachers weekly and by administrators monthly. 6. Students will utilize technology and websites such as StudyIsland.com to reinforce their vocabulary development. 7. Teachers will create action plans and unit plans for small group instruction and workshops that will be led by teachers, at-risk teachers, and paraprofessionals. 8. Teachers will create cross-curricular lessons to tie concepts together 9. All teachers will develop writing activities and prompts utilizing the Six-Plus-One Traits of Writing.

In addition to analyzing data from the NYSTP ELA exam in grades 3-8, Buffalo United uses the Northwest Evaluation Association’s Measure of Academic Progress (NWEA-MAP) in grades K-8. This data provides useful information regarding what standards need additional support in the primary grades. The following Action Plans have been developed based on NWEA Measurement Topics to ensure that students are making the necessary progress in grades K-2 to achieve proficiency on the NYSTP assessments in subsequent years.

Grade Level	Measurement Topics	Action Plan
Kindergarten	Fluency and Vocabulary Development	<ol style="list-style-type: none"> 1. The paraprofessional will read decodable stories with students individually in addition to in class practice. 2. The students will use blending strategies and high frequency words to create spelling sentences. 3. The students will use vocabulary words from NHA, DesCartes, ELA, Social Studies, and Science to create written sentences and stories.

		<ol style="list-style-type: none"> 4. Students will participate in quarterly celebrations with parents where they will share their reading (aloud) and writing achievements. 5. Students will spend extra time working on decodable texts. 6. Students will spend a greater amount of time on beginning blends (th, sh, wh). 7. Teachers will explicitly model using sound letter correspondence during writing time. 8. Students will work on word family studies during workshop and instructional time.
1st Grade	Comprehension	<ol style="list-style-type: none"> 1. Students will be given an additional weekly story to read at home and work on reading comprehension. 2. Students will use “RAZ Kids,” “Reading A to Z,” and other websites to work on leveled reading pieces. 3. The students will use leveled books and readers. 4. Students will work with a paraprofessional to receive focused instruction on reading strategies. 5. Pre-reading strategies will be explicitly taught. 6. Graphic organizers will be used weekly, with a focus on reading strategies. 7. After watching instructional videos, comprehension questions will be asked. 8. Explicit teaching of reading strategies will occur during read alouds.
2nd Grade	Expository/ Informational Text	<ol style="list-style-type: none"> 1. Students will use “Weekly Reader” and work on comprehension strategies related to expository text. 2. Students will work on reading expository text pieces for understanding during breakout activities. 3. The staff will use data to get information about the specific needs of their learners. 4. The paraprofessional will work with struggling students and high students, to enhance their level of understanding. 5. During Genre-Study, the second grade students will spend a greater emphasis on reading expository text. 6. Teachers will utilize strategies from the Kaplan Program to enhance reading strategies. 7. The teachers will create a pacing guide specifically based on when expository reading benchmarks will be assessed. 8. Expository text passages will be included during weekly reading assessments. 9. The second grade will use early intervention, based on DIBELS and NWEA scores, to immediately begin to address areas of concerns.

MATHEMATICS

Goal 2: Mathematics

Students will be proficient in Mathematics.

Background

The math curriculum focuses on algebraic awareness as early as kindergarten, and includes these specific categories of learning: Number Sense and Operations, Algebra and Functions, Measurement, Geometry, Data Analysis and Probability, and Problem Solving. Educational objectives support learning within these categories.

The mathematics curriculum ensures that students develop problem solving skills while learning to become effective as mathematical communicators. It engages students in thinking, reading, and writing about mathematics to help them understand the foundational concepts necessary for success in more complex mathematical coursework. Traditional math algorithms are taught alongside more conceptual ways of solving problems. In middle grades, the curriculum begins a transition to more advanced mathematical topics and extends students' basic arithmetic knowledge. As part of this transition, students develop abstract reasoning as well as symbolic manipulation skills. Conceptual ideas are integrated through lab activities that provide exploratory opportunities for students to explicitly connect abstract ideas to concrete examples.

Goal 2: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in grades 3-8 in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09 the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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

**2009-10 State Mathematics Exam
Number of Students Tested and Not Tested**

School Year	Grade	Total Tested	Not Tested ⁵			Total Enrolled
			IEP	ELL	Absent	
2007-	3	76	0	0	1	77

⁵ 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

08	4	71	0	0	0	71
	5	74	0	0	0	74
	6	47	0	0	0	47
	7	49	0	0	0	49
	8	43	0	0	0	43
	All	360	0	0	0	361
2008-09	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
	All	382	0	0	0	382
2009-10	3	83	0	0	0	83
	4	73	0	0	0	73
	5	73	0	0	0	73
	6	71	0	0	0	71
	7	74	0	0	0	74
	8	47	0	0	0	47
	All	421	0	0	0	421

Results

Of all students in at least their second year at Buffalo United, 84% achieved a Scale Score of 650 or higher.

**Charter School Performance on 2009-10 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

School Year	Grade	Population	Percent at Each Performance Level					Number Tested
			Level 1	Level 2	Level 3	Level 4	Level 3/4	
2007-08	3	All Students	1	11	72	16	88	76
		Students in At Least 2 nd Year	0	12	69	19	88	52
	4	All Students	0	4	68	28	96	71
		Students in At Least 2 nd Year	0	2	68	30	98	56
	5	All Students	0	4	53	43	96	74
		Students in At Least 2 nd Year	0	2	51	47	98	49
	6	All Students	2	13	40	45	85	47
		Students in At Least 2 nd Year	3	13	37	47	84	38
	7	All Students	0	20	51	29	80	49
		Students in At Least 2 nd Year	0	20	51	29	80	35
	8	All Students	2	19	70	9	79	43
		Students in At Least 2 nd Year	3	22	66	9	75	32
	All	All Students	1	10	60	29	89	360

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		Students in At Least 2 nd Year	1	10	58	31	89	262
2008 -09	3	All Students	-	9	64	27	91	77
		Students in At Least 2 nd Year	-	11	63	27	89	64
	4	All Students	1	8	58	32	91	74
		Students in At Least 2 nd Year	2	7	54	37	92	59
	5	All Students	-	7	64	29	93	69
		Students in At Least 2 nd Year	-	7	69	24	93	45
	6	All Students	-	4	54	42	96	72
		Students in At Least 2 nd Year	-	3	54	43	97	61
	7	All Students	-	23	69	8	77	48
		Students in At Least 2 nd Year	-	18	74	8	82	38
	8	All Students	5	31	64	-	64	42
		Students in At Least 2 nd Year	6	28	67	-	67	36
	All	All Students	1	12	62	26	87	382
		Students in At Least 2 nd Year	1	11	62	26	88	303

	Grade	Population	Percent Scoring at or above 650	Number Tested
2009-10	3	All Students	97	83
		Students in At Least 2 nd Year	97	58
	4	All Students	74	73
		Students in At Least 2 nd Year	70	63
	5	All Students	90	73
		Students in At Least 2 nd Year	94	47
	6	All Students	94	71
		Students in At Least 2 nd Year	96	54
	7	All Students	68	74
		Students in At Least 2 nd Year	71	63
8	All Students	74	47	
	Students in At Least 2 nd Year	78	36	
All	All Students	83	421	

		Students in At Least 2 nd Year	84	321
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Evaluation

Buffalo United met this measure. Eighty-four percent of Buffalo United students achieved a Scale Score of 650 or higher, exceeding the goal by 9 percentage points.

Additional Evidence

Buffalo United has consistently met this measure since 2007-08. Notably, Buffalo United has increased the percentage of students achieving a Scale Score of 650 or higher by 30 percentage points since 2006-07. In addition, in 2009-10 more than 90% of students in grades 3, 5 and 6 achieved a Scale Score of 650 or higher. In grade 8, 78% of students achieved a Scale Score of 650 or higher. Grades 4 and 7 cohorts did not reach 75% proficiency. If we look at the raw scores among grade 4 students, 3 students were 1-2 points below the Scale Score of 650 and 6 students were 3-5 points below the Scale Score. These students represent 12% of the grade 4 cohort. Grade 7 raw scores show that 8 students were 1-2 points below the Scale Score of 650 and 4 students were 3-5 points below. These students represent 16% of the grade 7 cohort. If all students at Buffalo United who achieved raw scores 1-2 points shy of the Scale Score of 650 had met the measure, proficiency in math would have been 88%.

An item-level analysis further shows that grade 4 and 7 students particularly struggled in number sense and operations, and grade 7 students additionally struggled in geometry. In grade 4, students correctly answered 57% of Number Sense & Operations questions. In grade 7, students correctly answered 49% of Number Sense & Operations questions and 50% of Geometry questions. Furthermore, the difference in constructed response and multiple choice questions is also significant in mathematics. These findings have informed the action plan on page 38.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	96	50	88	52	89	64	97	58
4	93	42	98	56	92	59	70	63
5	81	32	98	49	93	45	94	47
6	90	31	84	38	97	61	96	54
7	74	34	80	35	82	38	71	63
8	-	-	75	32	67	36	78	36
All	88	189	89	262	88	303	84	321

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in 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 2009-10 is 135.⁶ 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

According to the current AMOs, Buffalo United achieved a Performance Index of 138, 3 points above the AMO of 135.

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	9	44	29	18	418

$$\begin{aligned}
 \text{PI} &= 44 + 29 + 18 = 91 \\
 &+ 29 + 18 = 47 \\
 \text{PI} &= \mathbf{138}
 \end{aligned}$$

Evaluation

Buffalo United met this measure. The school’s PI for 2009-10 was 138, exceeding the AMO by 3 points. We understand that the New York State Education Department is reviewing the AMOs in light of the new proficiency scores and we anticipate revising this measure upon receipt of additional information.

Additional Evidence

Buffalo United has exceeded the state’s AMO each year since 2005-06. In 2005-06, Buffalo United excited the state’s AMO by 56 points, in 2006-07 by 96 points, in 2007-08 by 86 points, and in 2008-09 by 69 points. The change in cut scores on the 2009-10 state ELA exam prevents us from identifying a trend between 2009-10 and preceding school years. We look forward to receiving additional guidance from the New York State Education Department. In the meantime, we have calculated Buffalo United’s performance index using the 2008-09 proficiency scores and determined that we would exceed the AMO by 47 points.

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		
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	119
2009-10	3-8	418	9	44	29	18	138	135

Goal 2: Comparative Measure

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

⁶ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Method

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

Results

In 2009-10, 46% of Buffalo United students in at least their second year scored at Level 3 or higher in mathematics. In Buffalo City Public Schools, 30% of students scored at Level 3 or higher.

**2009-10 State Mathematics Exam
Charter School and District Performance by Grade Level**

School Year	Grade	Percent of Students at Levels 3 and 4			
		Charter School Students In At Least 2 nd Year		All District Students	
		Percent	Number Tested	Percent	Number Tested
2007-08	3	88	52	66	2534
	4	98	56	53	2350
	5	98	49	50	2323
	6	84	38	49	2456
	7	80	35	50	2598
	8	75	32	34	2813
	All	89	262	50	15074
2008-09	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
	All	88	303	63	14718
2009-10	3	60	58	28	2515
	4	29	63	31	2467
	5	62	47	32	2470
	6	70	54	30	2355
	7	29	63	32	2442
	8	25	36	26	2514
	All	46	321	30	14763

Evaluation

Buffalo United met this measure. Of students in at least their second year at Buffalo United, 46% scored at Level 3 or above. In Buffalo City Public Schools, 30% of students scored at Level 3 or above. In

addition, Buffalo United students in grades 3, 5, and 6 exceeded Buffalo City Public School students by 30 or more percentage points.

Additional Evidence

Buffalo United has consistently met this measure with a higher percentage of economically disadvantaged students. In 2007-08, 89% of Buffalo United students scored Level 3 or higher, compared to 52% of Buffalo City Public School students. In 2008-09, 88% of Buffalo United students scored at Level 3 or higher and 63% of district students did so. In 2009-10, 46% of Buffalo United students scored at Level 3 or higher and 30% of Buffalo City Public School students did so. In addition, in both 2007-08 and 2008-09, Buffalo United students outperformed the local school district at each grade level and as an aggregate. At Buffalo United, 92% of students qualify for the free or reduced lunch program, compared to 82% in Buffalo City School District.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	96	43	88	66	89	75	60	28
4	93	44	98	53	92	64	29	31
5	81	38	98	50	93	62	62	32
6	90	38	84	49	97	57	70	30
7	74	29	80	50	82	63	29	32
8	-	-	75	34	67	58	25	26
All	88	38	89	50	88	63	46	30

Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent data available.

Results

The school’s Effect Size is 0.64 for 2008-09, which is higher than expected to a medium degree.

2008-09 Mathematics Comparative Performance by Grade Level

School Year	Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
				Actual	Predicted		
2008-09	3		77	90.9	88.8	2.1	0.23
	4		74	90.5	80.6	9.9	0.77
	5		69	92.8	81.0	11.8	0.93
	6		72	95.9	71.9	24.0	1.46
	7		48	77.1	76.2	0.9	0.06
	8		42	64.3	65.4	-1.1	-0.06
	All		77.4	382	87.4	78.5	6.7

School's Overall Comparative Performance:
<i>Buffalo United achieved an Effect Size higher than expected to a medium degree.</i>

Evaluation

Buffalo United met this measure. Buffalo United's Effect Size in 2008-09 is 0.64, which is higher than expected to a medium degree. In addition, grades 5 and 6 show Effect Sizes that are higher than expected to a large degree.

Additional Evidence

Buffalo United has consistently met this measure for the past three years. In 2006-07, the school's Effect Size was 1.20, higher than expected to a large degree. In 2007-08, the school's Effect Size was 1.10, higher than expected to a large degree—with Effect Sizes in grades 4-8 all 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	76.5	360	88.62	70.60	1.10
2008-09	3-8	77.4	382	87.4	78.5	0.64
2009-10	3-8	-	-	n/a	n/a	n/a

Goal 2: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. 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

Buffalo United did not reach its target in the aggregate. However, the grade 5 and 6 cohorts met their targets.

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	61	88.5	89	70.5	No
5	44	95.5	96	97.7	Yes
6	52	94.2	95	98.1	Yes
7	59	94.9	95	71.2	No
8	35	85.7	86	77.1	No
All	252	92.1	93	82.1	No

Evaluation

Buffalo United did not meet this measure as an aggregate. The grade 5 and 6 cohorts met this measure and, though grade 8 did not show positive growth, 77.1% of grade 8 students scored at or above a Score Scale of 650.

Additional Evidence

While Buffalo United did not meet this measure in 2009-10, it has shown improvement in past years. 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 students perform at Level 3 or above. In 2008-09, the school had 4 of the 6 cohorts perform above 75%.

Cohort Performance on 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
2009-10	4-8	2	6

Additional Evidence: NWEA-MAP Assessment in Mathematics

Method

The school administered the NWEA-MAP mathematics tests to students in grades K-8 in the fall of 2009 and the spring of 2010. The norm-referenced test measures student growth against a national sample of approximately 3 million students. Success on this measure is indicated by a higher rate and incidence of growth in 2009-10 than in 2008-09.

Results

The median rate of growth increased from 100.0% in 2008-09 to 127.3% in 2009-10. In 2008-09, 52.4% of Buffalo United students made typical growth. In 2009-10, 65.5% did so.

Cohort Median Rate of Growth on NWEA-MAP Mathematics Test from Fall 2009 to Spring 2010

Grade	Cohort Size	2008-09	Target	2009-10	Target Achieved
K	42	119.09	Increased Magnitude of Growth	151.67	YES (+32.58)
1	58	114.84		143.06	YES (+28.22)
2	66	111.81		126.97	YES (+15.16)
3	81	100.00		125.00	YES (+25.00)
4	73	100.00		133.33	YES (+33.33)
5	72	100.00		133.33	YES (+33.33)
6	70	88.89		128.57	YES (+39.68)
7	73	87.50		100.00	YES (+12.5)
8	46	100.00		66.67	NO (-33.33)
All	581	100.00		127.30	YES (+27.30)

Percent of Students Making Typical Growth on NWEA-MAP Mathematics Test from Fall 2009 to Spring 2010

Grade	Cohort Size	2008-09	Target	2009-10	Target Achieved
K	42	66.85	Increased Incidence of Growth	79.44	YES (+12.59)
1	58	62.10		75.83	YES (+13.73)
2	66	59.64		69.55	YES (+9.91)
3	81	53.36		66.67	YES (+13.31)

4	73	51.92		71.10	YES (+19.18)
5	72	50.19		68.05	YES (+17.86)
6	70	49.78		59.90	YES (+10.12)
7	73	49.47		53.01	YES (+3.54)
8	46	50.88		45.05	NO (-5.83)
All	581	52.4		65.5	YES (+13.1)

**Cohort NCE Score for Median Rate of Growth
on NWEA-MAP Mathematics Test from Fall 2009 to Spring 2010**

Grade	Cohort Size	Average NCE			Target Achieved
		2008-09	Target	2009-10	
2	64	45.63	Increased NCE Score	35.80	NO (-9.83)
3	81	17.86		82.98	YES (+65.11)
4	71	59.45		93.68	YES (+34.23)
5	69	46.05		74.93	YES (+28.87)
6	70	49.11		60.66	YES (+11.55)
7	73	41.54		37.97	NO (-3.57)
8	45	31.26		47.73	YES (+16.47)

Evaluation

Buffalo United’s average rate of growth increased 27.30% and exceeded the national average of 100.0%. In addition, the percent of students making typical growth increased by 13.1 percentage points. Five of 7 cohorts showed higher NCE scores in 2009-10 than in 2008-09.

Additional Evidence

More students made typical growth on the NWEA-MAP in 2009-10 than in the previous year. In 2008-09, 62.7% of students met average annual growth. In 2009-10, that percentage increased slightly to 66.3%. The average rate of growth also increased from 126.8% to 133.3% between 2008-09 and 2009-10. These scores demonstrate that many our students continue to grow and learn at an accelerated rate. The magnitude and incidence of growth continue to increase.

In addition, Buffalo United demonstrates particularly strong growth among students in their first year at our school. For instance, the median fall math score for incoming students in grades K-8 placed them in the 21st percentile in the fall of 2009. By spring, these students performed at the 33rd percentile. Their rate of growth of 147% represents growth at the 95th percentile nationally. The percent of students making

typical growth (74%) placed them at the 85th percentile nationally. Note that grade 3’s NCE score moved from the 18th percentile to the 65th percentile in the course of one year. Similarly, the grade 4 NCE score moved from the 60th percentile to the 94th percentile.

Summary of the Mathematics Goal

Buffalo United met four of its five Accountability Plan goals. It achieved both absolute measures and both comparative measures. While it did not meet its aggregate value added target, two cohorts did meet this measure and 4 of 6 cohorts reached 75% proficiency or higher.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved*
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Did Not Achieve

*We anticipate adjusting this measure under additional guidance from the New York State Education Department.

Action Plan

While Buffalo United met 4 of 5 measures in mathematics in 2009-10, we recognize the need to meet *all* of these goals and to address particular challenges in grades 4 and 7. In addition, we recognize a need to increase rigor to meet the new proficiency standards aligned to college-ready performance. We see particular challenges in Number Sense & Operations throughout our student population. Overall, 84% of Buffalo United students achieved a Scale Score of 650 or higher in mathematics. And, while grades 4 and 7 came close to meeting the 75% proficiency target—at 70 and 71% respectively—we recognize that achieving our mission of high academic achievement and college readiness means that each and every grade achieves this measure.

With that in mind, we have examined the strand and item level data in mathematics. We find that grade 4 students struggled particularly to demonstrate proficiency in Number Sense & Operations. For instance, on items that tested students’ understanding of fractions as locations on number lines and as divisions of whole numbers, students answered correctly 14.4% of the time. Students correctly answered 28.8% of questions that asked them to interpret the meaning of remainders; on questions that asked students to show proficiency in using a variety of strategies to dividends by one digit divisors, students answered correctly 34.9% of the time. In the “Measurement” strand, students correctly answered 24.7% of questions that asked them to select the appropriate tool and units for measuring the mass of an object. We have developed a number of strategies for increasing students’ proficiency with relationships among numbers, number systems, operations, and problem solving.

In particular, teachers will review multiplication and division with students on a daily basis and post visuals of these operations throughout their classrooms. Teachers will work with students to solve a “problem of the day” and practice identifying numeric or geometric patterns daily. With 25% of grade 4 students achieving raw scores that were 6 or more points below the Scale Score of 650, we recognize that students in this cohort have a range of knowledge levels that requires tailored instruction and increased proximity. Tailoring instruction to meet students’ diverse needs and fill specific knowledge gaps will be a focused priority during the 2010-2011 school year. In particular, teachers will use DesCartes to identify the topics in which each student requires additional instruction. With the assistance of team-level planning time and formative assessments, teachers will create lesson plans that allow for small group instruction with academic specialists and paraprofessionals.

Buffalo United will also begin using Think Math! instead of Saxon Math as its primary instructional resource in grades K-5. For 2010-11, grades K-3 will begin using this new program of instruction. Grade 3 students will continue using Think Math! in the fourth grade (2011-12) and in fifth grade (2012-13). The Think Math! program is a conceptual math program that includes a rigorous focus on problem solving and critical thinking. While Saxon Math is a strong program in building computational skills, it is less rigorous in terms of developing problem solving skills, measurement, and number sense. As indicated above, these are areas where Buffalo United students struggle. Think Math! will build algebraic awareness and fractional understanding, which are doorways to advanced mathematics in high school and beyond.

In grade 7, the “Number Sense and Operations” and “Geometry” strands proved to be the most challenging. In “Number Sense and Operations,” students correctly answered 49% of the questions. Students correctly answered 50% of the questions in “Geometry.” Within the “Number Sense and Operations” strand, students correctly answered 19.4% of the questions that asked students to determine the prime factorization of a given number and writing it in exponential form. On questions that asked students to determine multiples and least common multiples of two or more numbers, students answered 18.9% correctly. And, on questions that asked students to determine the reasonableness of an answer using estimation, students answered 18.5% correctly. In “Geometry,” students demonstrated the ability to determine whether a given triangle is a right triangle using Pythagorean Theorem 1.4% of the time and correctly determined the surface area of a prism or cylinder 11.7% of the time.

In order to address these gaps in learning, teachers will develop a series of hands-on activities and real-life examples to demonstrate multiples, least common multiples, and estimation. Teachers will use data to drive instruction and create lesson plans for small group instruction and workshops—as well as cross-curricular lessons to tie concepts into other subject areas. A professional development consultant will work with deans and teachers to identify areas for additional support in mathematics instruction.

Importantly—and as discussed at length in the ELA action plan—we recognize that school culture has likely affected student proficiency in mathematics, especially in grade 7. We believe that the new Behavior Management Model and Behavior Management Discipline Matrix will help establish consistent expectations for behavior and consistent consequences for misbehavior. Paired with our Moral Focus program, we believe this new discipline system will increase instructional time in both ELA and mathematics, increase proficiency levels, and help Buffalo United fulfill its mission of high academic achievement and college readiness. And, while we recognize particular challenges in grades 4 and 7, we recognize that we must not lose sight of the grade levels that are currently performing at or above proficiency. Our school is committed to college readiness and continued academic growth for all students. The table below demonstrates the focus areas and instructional strategies that will be used to accelerate learning at each and every grade level.

Grade Level	Learning Standards	Action Plan
3rd Grade	Number Sense and Operations <ul style="list-style-type: none"> • Students will be able to use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping). • Students will be able to check reasonableness of an answer by using estimation. 	<ol style="list-style-type: none"> 1. The students will utilize StudyIsland.com to help increase their mathematical skills. 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.). 3. Unit plans are created based on the different strands and written closely with the Science unit plans to create cross-curricular unit plans for the students. 4. Homework will be planned daily according to their needs and the skill being focused on. 5. The students will have several opportunities to use manipulatives to increase their knowledge of subject matter. 6. Morning Work, Problem of the Day, Do Now questions, and Exit Tickets will include review questions based on the skills students are struggling with. 7. NWEA data and state test data will be analyzed and used to drive instruction. 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 who, etc. 9. Teachers will review estimation and rounding daily.
4th Grade	Number Sense and Operations <ul style="list-style-type: none"> • Students will understand, use, and explain the associative property of multiplication. • Students will develop an understanding of fractions as locations on number lines and as divisions of whole numbers. • Students will be able to recognize and generate, equivalent fractions (halves, thirds, fourths, fifths, sixths, and 	<ol style="list-style-type: none"> 1. Teachers will utilize DesCartes in the classrooms and use the information from it to guide their planning and implementation of differentiated instruction. 2. The focused skills/concepts will be taught across the curriculum and woven into different subject areas at least once per week. 3. Students will continue to use manipulatives weekly to increase their understanding of the skills through a variety of interactive activities and cross-curricular unit planning. 4. Students will utilize technology and various websites in order to comprehend the concepts. 5. Teachers will use NWEA data and state tests to analyze and drive

	<p>tenths).</p> <ul style="list-style-type: none"> • Students will be able to select appropriate computational and operational methods to solve problems. • Students will be able to understand various meanings of multiplication and division. • Students will be able to use multiplication and division as inverse operations to solve problems. • Students will be able to use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping). • Students will be able to develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000. • Students will be able to use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without regrouping). • Students will be able to interpret the meaning of remainders. • Students will be able to express decimals as an equivalent from fractions to tenths and hundredths. • Students will be able to explore equivalent fractions. • Students will be able to use a variety of strategies to solve multiplication problems with factors up to 12 X 12. • Students will be able to recognize real world situations in which an estimate is appropriate. • Students will be able to evaluate and express relationships using open 	<p>instruction.</p> <ol style="list-style-type: none"> 6. Students will solve a problem of the day daily. 7. Students will continue to utilize technology and websites such as StudyIsland.com to reinforce their (ex. fluency and vocabulary development). 8. Teachers will post visuals throughout the classroom to demonstrate specific, targeted skills. 9. Teachers will review multiplication and division facts daily. 10. Students will work in a workshop setting that will focus on skills. 11. Teachers will give students real life situations in which they have to estimate daily. 12. Teachers will give students a numeric and geometric pattern to solve daily. 13. Students will use manipulatives weekly in specific skill areas (fractions, comparing numbers, patterns, and properties). 14. Teachers will utilize paraprofessionals to work in small groups to target specific students and skills.
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	<p>sentences with one operation.</p> <ul style="list-style-type: none"> • Students will be able to use the symbols $<$, $>$, and $=$ to compare whole numbers. • Students will be able to describe, extend, and make generalizations about numeric and geometric patterns. 	
5th Grade	<p>Number Sense and Operations</p> <ul style="list-style-type: none"> • Students will be able to use a variety of strategies to multiply three-digit by three-digit numbers. • Students will be able to add and subtract mixed numbers with like denominators. 	<ol style="list-style-type: none"> 1. The students will be provided with authentic experiences weekly to increase their learning of the different concepts (ex. Multiplying large purchases of items, adding fractional pieces of food, etc.). 2. Students will have the opportunity to work on Studyisland.com to increase proficiency on targeted skills. 3. The students will have several opportunities weekly to use manipulatives to increase their knowledge of subject matter (ex. hands-on experiments, using real life data, etc.). 4. Morning Work, Do Now questions, and homework assignments will include review questions. 5. 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 who, etc. 6. NWEA data and state test data will be analyzed in order to properly drive instruction.
6th Grade	<p>Algebra</p> <ul style="list-style-type: none"> • Students will be able to translate two-step verbal expressions into algebraic expressions. • Students will be able to solve simple proportions within context. <p>Number Sense and Operations</p> <ul style="list-style-type: none"> • Students will be able to verify the proportionality using the product of the means equals the product of the extremes. 	<ol style="list-style-type: none"> 1. The focused skills/concepts will be taught across the curriculum and incorporated into different subject areas; a minimum of 10 a year will be expected. 2. Teachers will utilize DesCartes and state test data in the classrooms and use information to put together small groups of students and skills they need to focus on. 3. Teachers will create action plans for the different subjects which will map out which students need help in which areas. 4. Students will have the opportunity to work in workshops daily, where the work is created and filed based on different ability levels. This would then allow students to see their progress through different levels. 5. Teachers will continue to work with students in small groups weekly, based on the needs of their students. This information will be taken from the NWEA, state assessments, summative assessments, observations, etc. 6. Teachers will analyze NWEA data and state test data in order to properly

		<p>drive instruction.</p> <ol style="list-style-type: none"> 7. Students will use manipulatives for hands on experience weekly. 8. Teachers will use real life examples to improve students' ability to solve math problems.
7th Grade	<p>Number Sense and Operations</p> <ul style="list-style-type: none"> • Students will be able to determine multiples and least common multiple of two or more numbers. • Students will be able to determine the prime factorization of a given number and write it in exponential form. • Students will be able to justify the reasonableness of answers using estimation. • Students will be able to recognize the difference between rational and irrational numbers (e.g. explore different approximations of pi). • Students will be able to place rational and irrational numbers (approximations) on a number line and justify the placement of the numbers. <p>Geometry</p> <ul style="list-style-type: none"> • Students will be able to determine the surface area of prisms and cylinders, using a calculator and a variety of methods. • Students will be able to determine whether a given triangle is a right triangle by applying the Pythagorean Theorem and using a calculator. 	<ol style="list-style-type: none"> 1. Students will participate in a variety of hands on activities to work with multiples and least common multiples with paired numbers. 2. Students will have the opportunity to identify skills in factorization of both prime and non-prime numbers. 3. Students will have the opportunity to work with estimations in real life situations. 4. Students will have opportunities to use calculators in a variety of mathematical applications. 5. The students will be provided with authentic experiences to increase their learning of the different concepts (ex. Multiplying large purchases of items, adding fractional pieces of food, etc.). 6. Students will participate in a variety of activities to develop skills in geometric shapes, area, and perimeter. 7. Teachers will create action plans and unit plans for small group instruction and workshops that will be led by teachers, at risk teachers, and paraprofessionals. 8. Teachers will create cross-curricular lessons to tie concepts together
8th Grade	<p>Algebra</p> <ul style="list-style-type: none"> • Students will be able to identify a polynomial as an algebraic expression containing one or more terms. • Students will be able to solve multi-step 	<ol style="list-style-type: none"> 1. Students will participate in a variety of hands on activities to work with angles, lines, and images to better understand mathematical relationships. 2. Students will have the opportunity to identify angles and relationships of angles. 3. Students will have the opportunity to work with a variety of algebraic

	<p>equations by combining like terms, using the distributive property, or moving variables to one side of the equation.</p> <ul style="list-style-type: none"> • Students will be able to write an equation to represent a function from a table of values. • Students will be able to multiply and divide monomials. • Students will be able to add and subtract polynomials (integer coefficients). • Students will be able to factor algebraic expressions using the GCF. • Students will be able to apply algebra to determine the measure of angles formed by or contained in parallel lines and when cut by as transversal. <p>Geometry</p> <ul style="list-style-type: none"> • Students will be able to identify pairs of vertical angles as congruent. • Students will be able to identify pairs of supplementary and complementary angles. • Students will be able to calculate the missing angle in a supplementary or complementary pair. • Students will be able to determine angle pair relationships when given two parallel lines cut by a transversal. • Students will be able to draw the image of a figure under rotations of 90 and 180 degrees. • Students will be able to draw the image of a figure under a reflection over a given line. 	<p>equations and work from simple step problems to multi-step equations.</p> <ol style="list-style-type: none"> 4. Students will have opportunities to use calculators in a variety of mathematical applications. 5. The students will be provided with authentic experiences to increase their learning of the different concepts (ex. Supplementary and complementary angles at work in buildings, architecture, etc.). 6. Students will participate in a variety of activities to develop skills in geometric shapes, parallel lines, reflections, and rotations. 7. Teachers will create action plans and unit plans for small group instruction and workshops that will be led by teachers, at-risk teachers, and paraprofessionals to develop specific mathematic skills in geometry and algebra. 8. Teachers will create cross-curricular lessons to tie concepts together, including the connection to science problems in the curriculum.
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In addition to analyzing data from the NYSTP ELA exam in grades 3-8, Buffalo United uses the Northwest Evaluation Association’s Measure of Academic Progress (NWEA-MAP) in grades K-8. This data provides useful information regarding what standards need additional support in the primary grades.

Grade Level	Measurement Topics	Action Plan
Kindergarten	Basic Patterns	<ol style="list-style-type: none"> 1. Students will work on extending patterns during morning meeting. 2. The music and art teacher will integrate patterning into their content area. 3. Students will practice word problems (which will include pattern design). 4. During activities on estimating sets, students will see if they can create patterns (By size, color, or type). 5. Students will be able to explain the likelihood of an event occurring when looking at a pattern. 6. Students will work on patterns during workshop activities. 7. Students will receive remediation, enrichment, or grade-level appropriate lessons during math breakout sessions (Groups differentiated by ability).
1st Grade	Number Sense and Number Systems	<ol style="list-style-type: none"> 1. Students will use math centers to enhance their ability to work with number lines. 2. Students will practice plotting numbers on number lines weekly. 3. Students will use number lines to compare numbers. 4. Students will link number lines with tallying numbers. 5. Students will work on number lines during morning meeting and morning work activities. 6. Students will work with a paraprofessional if they are in need of additional number line practice.
2nd Grade	Measurement Systems	<ol style="list-style-type: none"> 1. Students will breakout based on their RIT scores. 2. Students will participate in hands on math centers. 3. Small group activities, based on RIT scores, using supplementary materials. 4. Students will use supplemental activities to support third grade readiness. 5. Teachers will create mini-unit’s of study based upon students’ measurement needs to be taught in addition to the Saxon Math Program. 6. Teachers will use the FOSS Science Kits as a means of further expanding students’ understanding of measurement. 7. Math meeting will be used to improve on students’ understanding of measurement.

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, practices and skills of scientists, and information on the nature of science. The curriculum is designed to develop content knowledge about the results of scientific discoveries regarding the natural world, such as how electrical current flows, how sound and light waves are similar and different, and what role the ocean plays in weather. 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. Categorically, the curriculum includes study in Life Science, Physical Science, and Earth and Space Science.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in May-June 2010. 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

Of Buffalo United students in at least their second year, 73% scored Level 3 or higher.

**Charter School Performance on 2009-10 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

School Year	Grade	Population	Percent at Each Performance Level					Number Tested
			Level 1	Level 2	Level 3	Level 4	Level 3/4	
2007-08	4	All Students	0	8	30	62	92	71
		Students in At Least 2 nd Year	0	7	29	64	93	56
	8	All Students	0	33	63	5	67	43
		Students in At Least 2 nd Year	0	41	53	6	59	32
	All	All Students	0	18	42	40	82	114
		Students in At Least 2 nd Year	0	19	38	43	81	88
2008-	4	All Students	0	7	40	53	93	73

09		Students in At Least 2 nd Year	0	5	37	58	95	57
	8	All Students	0	36	55	10	64	42
		Students in At Least 2 nd Year	0	36	53	11	64	36
	All	All Students	0	17	45	37	83	115
		Students in At Least 2 nd Year	0	17	43	40	83	93
	2009-10	4	All Students	0	16	53	30	84
Students in At Least 2 nd Year			0	18	54	29	83	63
8		All Students	4	39	54	2	57	46
		Students in At Least 2 nd Year	3	42	53	3	56	36
All		All Students	2	25	54	19	73	119
		Students in At Least 2 nd Year	1	26	55	19	73	99

Evaluation

Buffalo United did not meet this measure. Seventy-three percent of students in at least their second year at Buffalo United scored at Level 3 or higher on the New York State Science exam. This score is 2 percentage points below the goal of 75%. Students in grade 4 met this measure with 83% of students scoring Level 3 or above.

Additional Evidence

Buffalo United began enrolling grade 8 students in 2007-08. Buffalo United met this measure in 2007-08, with 81% of students scoring at Level 3 or above. The school met the measure again in 2008-09, with 83% of students scoring at Level 3 or above. From 2006-07 through 2008-09, more than 90% of grade 4 students scored Level 3 or higher.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	98	41	93	56	95	57	83	63
8	-	-	59	32	64	36	57	36
All	98	41	81	88	83	93	73	99

Goal 3: Comparative Measure

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

Method

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

Results

The state science assessment was administered in May-June 2010; however, assessment results for the local district are not yet available. Buffalo United will update the annual report when the data becomes available.

**2009-10 State Science Exam
Charter School and District Performance by Grade Level**

School Year	Grade	Percent of Students at Levels 3 and 4			
		Charter School Students In At Least 2 nd Year		All District Students	
		Percent	Number Tested	Percent	Number Tested
2007-08	4	93	56	63	2313
	8	59	32	41	2622
	All	81	88	54	4935
2008-09	4	95	57	70	2450
	8	64	36	40	2342
	All	83	93	55	4792
2009-10	4	83	63	n/a	n/a
	8	57	36	n/a	n/a
	All	73	99	n/a	n/a

Evaluation

The state science assessment was administered in May-June 2010; 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 May-June 2010; 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 at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	98	65	93	63	95	70	83	N/A
8	-	-	59	41	64	40	57	N/A
All	98	65	81	52	83	55	73	N/A

Summary

Buffalo United did not achieve its absolute measure in Science. However, grade 4 students did meet this measure. 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
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

The following Action Plans have been developed using the item and strand analysis of the NYSTP science exam data. School leaders used this data to identify areas of particular weakness in student proficiency and have designed the following steps to addressing these challenges.

Grade	Learning Standards	Action Plan
8 th Grade	<p>Standard 1</p> <ul style="list-style-type: none"> ● Organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships. ● Use and interpret graphs and data tables. <p>Standard 6</p> <ul style="list-style-type: none"> ● Use models to study processes that cannot be studied directly. <p>Living Environment</p> <ul style="list-style-type: none"> ● Most cells have cell membranes, genetic material, and cytoplasm. Some cells have a cell wall and/or chloroplasts. Many cells have a nucleus. ● Many plants have roots, stems, leaves, and reproductive structures. These organized groups of tissues are responsible for a plant's life activities. ● Many plants have roots, stems, leaves, and reproductive structures. These organized groups of tissues are responsible for a plant's life activities. ● In sexual reproduction typically half of the genes come from each parent. Sexually produced offspring are not identical to either parent. ● Some genes are dominant and some are recessive. Some traits are inherited by mechanisms other than dominance and recessiveness. ● The processes of sexual reproduction and mutation have given rise to a variety of traits within a species. ● In ecosystems, balance is the result of interactions between community members and their environment. <p>Physical Setting</p> <ul style="list-style-type: none"> ● Moons are seen by reflected light. Our Moon orbits Earth, while Earth orbits the Sun. The Moon's phases as observed from Earth are the result of seeing different portions of the lighted area of the Moon's surface. The phases repeat in a cyclic pattern in about one month. ● The process of weathering breaks down rocks to form sediment. Soil consists of sediment, organic material, water, and air. ● The rock cycle model shows how types of rock or rock material may be transformed from one type of rock to another. 	<ol style="list-style-type: none"> 1. Teachers will create cross-curricular lessons to tie concepts together including the connection to mathematical problems in the curriculum. 2. At the conclusion of science units, teachers will design assessments that will assess students' understanding of selected content areas. 3. Based on student data, the students will have the opportunity to work in small groups daily to work on their specific needs, both with the teachers and paraprofessionals. 4. Students will continue to utilize technology and websites to reinforce their knowledge of curricular material. 5. Teachers will create action plans and unit 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. 6. NWEA data and state test data will be analyzed to drive instruction. 7. Students will use hands-on labs to create a deeper understanding of content material.

	<ul style="list-style-type: none">• The rock cycle model shows how types of rock or rock material may be transformed from one type of rock to another.• Characteristic properties can be used to identify different materials, and separate a mixture of substances into its components. For example, iron can be removed from a mixture by means of a magnet. An insoluble substance can be separated from a soluble substance by such processes as filtration, settling, and evaporation.	
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SOCIAL STUDIES

Goal 4: Social Studies

Students will be proficient in Social Studies.

Background

The social studies curriculum ensures that students are prepared for life as informed citizens of the United States and the world. Social studies content is organized through areas of study including geography; economics; world history; U.S. history; civics and government; and people, cultures, and civilizations. Educational Objectives support learning in these areas, which correspond with the National Council for Social Studies' definition for social studies and include development of the content, knowledge, and skills needed by students to be successful in high school and college. Students develop and utilize critical thinking skills to make connections between the past and present and between cultures that are familiar and those that are not, as well as between social studies and other disciplines including science, mathematics, and ELA. The social studies curriculum does not simply reinforce rote memorization of facts, dates, and events, but requires students to make connections, inferences, arguments, and conclusions about the relationships between important events, places, and people, and the development of societies and cultures as well.

Goal 4: Absolute Measure

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

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2009 and 8th grade in June 2010. 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

Sixty-seven percent of Buffalo United students in at least their second year scored at Level 3 or above in Social Studies.

Charter School Performance on 2009-10 State Social Studies Exam By All Students and Students Enrolled in At Least Their Second Year

School Year	Grade	Population	Percent at Each Performance Level					Number Tested
			Level 1	Level 2	Level 3	Level 4	Level 3/4	
2007-08	5	All Students	5	8	63	24	87	75
		Students in At Least 2 nd Year	6	6	64	24	88	50
	8	All Students	0	35	60	5	65	43
		Students in At Least 2 nd Year	0	41	56	3	59	32
	All	All Students	3	18	62	17	79	118
		Students in At Least 2 nd Year	4	20	61	16	77	82

2008-09	5	All Students	0	3	32	65	97	71
		Students in At Least 2nd Year	0	4	30	65	96	46
	8	All Students	0	24	69	7	76	42
		Students in At Least 2nd Year	0	17	75	8	83	36
	All	All Students	0	11	46	43	89	113
		Students in At Least 2nd Year	0	10	50	40	90	82
2009-10	5	All Students	4	8	68	21	88	77
		Students in At Least 2nd Year	4	10	63	23	87	52
	8	All Students	6	51	34	9	43	47
		Students in At Least 2nd Year	5	54	35	5	40	37
	All	All Students	5	24	55	16	71	114
		Students in At Least 2nd Year	4	28	52	16	67	89

Evaluation

Buffalo United did not meet this measure. With 67% of students scoring at Level 3 or above, Buffalo United was 8 percentage points below its goal of 75%. While Buffalo United did not meet the goal in aggregate, grade 5 students exceeded the goal by 12 percentage points in 2009-10.

Additional Evidence

Buffalo United began enrolling grade 8 students in 2007-08 and met this measure that year and in 2008-09. In 2007-08, 77% of students in at least their second year at Buffalo United scored at Level 3 or above. In 2008-09, 90% of students did so. Moreover, grade 5 students exceeded the goal by 21 percentage points. Between 2007-08 and 2008-09, the percent of grade 8 students scoring at Level 3 and above increased from 59% to 83%.

**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							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	75	32	88	50	96	46	87	52
8	-	-	59	32	83	36	40	37
All	75	32	77	82	90	82	67	89

Goal 4: Comparative Measure

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

Method

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

Results

The state grade five social studies assessment was administered in November 2009 and the grade eight assessment was administered in June 2010. 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 report once the data is released.

**2009-10 State Social Studies Exam
Charter School and District Performance by Grade Level**

School Year	Grade	Percent of Students at Levels 3 and 4			
		Charter School Students In At Least 2 nd Year		All District Students	
		Percent	Number Tested	Percent	Number Tested
2007-08	5	88	50	54	2278
	8	59	32	30	2745
	All	77	82	42	5023
2008-09	5	96	46	59	2297
	8	83	36	29	2437
	All	90	82	44	4744
2009-10	5	87	52	n/a	n/a
	8	40	37	n/a	n/a
	All	67	89	n/a	n/a

Evaluation

The state grade five social studies assessment was administered in November 2009 and the grade eight assessment was administered in June 2010. 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 report once the data is released.

Additional Evidence

The state grade five social studies assessment was administered in November 2009 and the grade eight assessment was administered in June 2010. 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 report once the data is released.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	75	43	88	54	93	n/a	87	N/A
8	-	-	59	30	83	n/a	40	N/A
All	75	43	77	41	90	n/a	67	N/A

Summary

Buffalo United did not meet its Absolute goal in Social Studies. However, grade 5 students did meet this goal. 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
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

While we are aware that Social Studies will not be included in the 2010-2011 NYSTP, we believe this subject is an important part of our mission of high academic achievement and instilling our students with a sense of family, community, and leadership. We will implement the following action plan—based on data from the 2009-10 NYSTP social studies exam—to ensure our students are learning the necessary material for success in high school and college. In particular, we know that social studies relies heavily on constructed responses, and anticipate that increased proficiency in writing—as discussed in the ELA Action Plan—will translate into increased proficiency in social studies.

Grade	Learning Standards	Action Plan
8 th Grade	<p>US & NY History</p> <ul style="list-style-type: none"> • Students will be able to investigate key turning points in NYS and U.S. history and explain why these events or developments are significant. • Students will be able to understand how different experiences, beliefs, values, traditions and motives cause individuals and groups to interpret historic events and issues from different perspectives. • Students will be able to compare and contrast different interpretations of key events and issues in NYS and U.S. history. • Students will be able to explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior and traditions that help define it and unite all Americans. • Students will be able to complete well-documented and historically accurate case studies about individuals or groups. • Students will be able to understand the relationship between the relative importance of U.S. domestic and foreign policies. • Students will be able to describe reasons for periodizing history in different ways. • Students will be able to gather and organize information about the important achievements and contributions of individuals and groups living in NYS and the U.S. <p>Geography</p> <ul style="list-style-type: none"> • Students will be able to describe the relationships between people and environments and the connection between people and places. <p>Economics</p> <ul style="list-style-type: none"> • Students will be able to develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions. • Students will be able to define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems. 	<ol style="list-style-type: none"> 1. Students will participate in a variety of activities related to key elements and turning points in NYS history as well as US History. 2. Students will have the opportunity to compare and contrast peoples, cultures, and areas of the world to better develop a sense of global relationships. 3. Students will have the opportunity to study historical figures or groups, and determine their impact on societies and the world. 4. Students will have opportunities to participate in deep discussions and research real life examples of domestic and foreign policies, and the impact they have on interactions throughout the world. 5. The students will be provided with project based learning to extend their learning on both NYS history as well as U.S. history. 6. Teachers will create action plans and unit plans for small group instruction that will be led by teachers, at risk teachers, and paraprofessionals to develop specific knowledge bases in history, geography, and economics. 7. Teachers will create cross-curricular lessons to tie concepts together, including the connection to science problems in the curriculum. 8. Students will use writing to express their own conclusions on historical events, economic policies and concepts, and geographic connections using the six plus one traits of writing.

NCLB

Goal 5: NCLB

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

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Method

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

Results

Buffalo United’s accountability status for the 2009-10 school year is in “good standing.”

Evaluation

Buffalo United met this measure. The school was deemed in “good standing” for the 2009-10 school year.

Additional Evidence

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

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing