



Buffalo United Charter School

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2017

By Buffalo United Charter School

Board of Trustees

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Buffalo, NY 14214

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INTRODUCTION

National Heritage Academies prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Kim DeJesus	President, Complaints Committee, Personnel Committee, Scholarship Committee, Planning Task Force Committee
Andrew Freedman	Vice President, Personnel Committee, Complaints Committee, Planning Task Force Committee
Theodore Purvis	Treasurer, Finance Committee, Scholarship Committee, Wrap-Around Services Committee
Art Traver	Trustee, Finance Committee, Wrap-Around Services Committee
Kathy Wood	Trustee, Personnel Committee

Tammy Messmer has served as the school's principal since December 2008.

INTRODUCTION

Buffalo United Charter School (Buffalo United or BUCS) opened in the fall of 2003. We started by serving 234 students in grades K-4. We currently serve 702 students in grades K-8, of whom 97.7 percent qualify for free and reduced price lunch, 16.5 percent are students with disabilities, and 0.6 percent are English language learners.

Our 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.

“Our entire school community is focused on accelerating academic achievement for every child, every day. We also focus on developing each student’s leadership skills because we know this is an important contributor to achieving success in school and life.”

- Tammy Messmer, Principal

Since 2003 our mission has never wavered, and we remain faithful to our key design elements:

- Academic Excellence. We believe a high-quality K-8 education sets the critical foundation for a student’s success in high school, college, and beyond. Achievement may look different for each individual student, but our goal is to prepare every child for college. With that in mind, Buffalo United’s academic program is designed to meet the Common Core State Standards and relevant New York State Learning Standards and to ensure that students master the specific skills and knowledge in each content area at each grade level. To complement the strong academic program, Buffalo United students also benefit from a wrap-around program provided by the Boys & Girls Clubs of Buffalo (BGCB). The BGCB program is interwoven into the fabric of our school. It provides multiple opportunities for our students to learn and grow in a safe and supportive environment that is wrapped into the school day. BGCB teaches children the skills needed to build positive lives, attitudes and behavior through academic enrichment, youth development and family engagement.
- Strong Parent Relationships. We are committed to fostering strong partnerships with parents. Parents are encouraged to make a voluntary commitment at the beginning of each school year to a parent-student-teacher compact that affirms support for Buffalo United’s mission, vision, policies and activities. We actively engage parents in their children’s learning and have an “open door” policy where parents are welcome in the school at any time.
- Accountability. Buffalo United staff, students and parents are responsible for their actions and results. We understand that it is essential for all three groups to work together to ensure students’ educational success.
 - *Staff:* Our staff understands that student learning is an adult responsibility, and leadership and staff are committed to creating a scholarly environment by setting high expectations for instruction to ensure that our students are college-ready. Multiple data points are collected and analyzed to monitor the quality of the educational program at the school level, grade level, and student level. This enables us, to hold teachers accountable for student learning results.
 - *Students:* A critical component of the parent-teacher-child partnership is the role the child plays in his or her academic success. From kindergarten through the 8th grade, Buffalo United students are taught to act responsibly and take accountability for their actions, both positive and negative. Each day during morning announcements, students recite the BUCS Bully Blocker’s Pledge and Student Creed. The Student Creed states: “I

INTRODUCTION

am a Buffalo United student. I strive to achieve academic excellence. I exemplify high moral character. I strive to realize my potential. I work diligently to prepare for the future. “

- *Parents:* We encourage parents and families to be involved in their child’s education because we recognize that parental involvement is a key indicator of student success. We work purposely to involve parents in their child’s education because it is crucial to maintaining the school culture we desire.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13	73	70	71	60	76	77	76	65	76	641
2013-14	74	82	75	77	62	77	78	76	75	676
2014-15	65	82	104	78	77	78	80	75	75	714
2015-16	74	78	81	101	79	78	74	76	77	718
2016-17	67	73	79	82	98	85	70	78	70	702

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English Language Arts:

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission. Teachers are also using Reading Street and Holt literature to provide additional instructional opportunities for priority material emphasized in New York State Standards, and Reading Mastery and Corrective Reading intervention programs.

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

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grade in April 2017. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	78	8	1	0	3	81
4	89	7	0	0	4	93
5	73	9	0	0	5	78
6	63	10	1	0	1	64
7	71	7	0	0	1	72
8	54	1	0	1	6	61
All	428	42	2	1	20	449

RESULTS

In 2016-17, 23 percent of students enrolled in at least their second year were proficient on the New York State ELA test.

Performance on 2016-17 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	32.1%	78	29.3%	65
4	25.8%	89	31.1%	74
5	19.1%	73	24.6%	57
6	7.9%	63	8.1%	49
7	15.5%	71	17.5%	63
8	24.1%	54	26.1%	46
All	21.3%	428	23.4%	354

EVALUATION

Buffalo United did not meet this goal in 2016-17.

ADDITIONAL EVIDENCE

In 2016-17, proficiency rates at Buffalo United fell slightly, by 1 percentage point. However that was after large gains in proficiency in 2015-16. The two year increase in proficiency rates at Buffalo United is an 8.5 percentage point increase.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	12.1%	58	33.3%	75	29.3%	65
4	24.3%	66	19.0%	58	31.1%	74
5	11.9%	59	19.7%	61	24.6%	57
6	12.3%	65	23.2%	56	8.1%	49
7	8.3%	60	20.7%	58	17.5%	63
8	19.4%	62	28.3%	60	26.1%	46
All	14.9%	370	24.5%	368	23.4%	354

Goal 1: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of 111. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

Buffalo United did not meet this goal in 2016-17.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	35.9	40.7	18.1	5.4

$$\begin{array}{rclclclcl}
 \text{PI} & = & 40.7 & + & 18.1 & + & 5.4 & = & 64.2 \\
 & & & & 18.1 & + & 5.4 & = & \underline{23.5} \\
 & & & & & & \text{PLI} & = & 87.7
 \end{array}$$

EVALUATION

Buffalo United did not meet this goal in 2016-17, falling 23 points below the target.

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS

Buffalo United had 23% of student score proficient on the ELA exam compared to 18% of district students.

2016-17 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	29.3%	65	18.1%	2313
4	31.1%	74	18.3%	2125
5	24.6%	57	15.0%	2001
6	8.1%	49	15.4%	1946
7	17.5%	63	19.8%	1926
8	26.1%	46	20.0%	1913
All	23.4%	354	17.8%	12224

EVALUATION

Buffalo United met this goal. With 23 percent of students scoring at level 3 or higher, Buffalo United outperformed the local district by 5 percentage points. Additionally, four of the six grade levels outperformed the local district, with a high of 31% proficient in grade 4.

ADDITIONAL EVIDENCE

Buffalo United has outperformed the local district for the last 3 years. In 2014-15, the school outperformed by 3 percentage points, in 2015-16 by 9 percentage points, and in 2016-17 by 5 percentage points, for a 3-year average of 6 percentage points of outperformance.

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	12.1%	12%	33.3%	20%	29.3%	18.1%
4	24.3%	14%	19.0%	16%	31.1%	18.3%
5	11.9%	11%	19.7%	15%	24.6%	15.0%
6	12.3%	11%	23.2%	15%	8.1%	15.4%
7	8.3%	10%	20.7%	14%	17.5%	19.8%
8	19.4%	14%	28.3%	18%	26.1%	20.0%
All	14.9%	12%	24.5%	16%	23.4%	17.8%

Goal 1: Comparative Measure

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

METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2015-16, Buffalo United had an effect size of 0.02, which was slightly higher than expected.

2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	90.1	95	31	28.0	3.0	0.16
4	96.2	69	19	23.8	-4.8	-0.27
5	92.3	70	19	19.3	-0.3	-0.02
6	98.7	69	20	17.1	2.9	0.19
7	94.7	69	17	17.3	-0.3	-0.02
8	93.5	70	24	24.0	0.0	0.00
All	94.0	442	22.2	22.0	0.2	0.02

School's Overall Comparative Performance:**Slightly higher than expected****EVALUATION**

In 2015-16, the school did not meet this goal. While the effect size was positive, it did not meet the goal of 0.30.

ADDITIONAL EVIDENCE

While Buffalo United did not meet this goal in 2015-16, the school has increased their effect size over the last 3 years, increasing 0.25 effect sizes between 2013-14 and 2014-15, and 0.15 effect sizes between 2014-15 and 2015-16, for a total gain of 0.40 effect sizes.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-8	90.2	450	12.7	17.3	-0.38
2014-15	3-8	92.4	447	13.7	15.2	-0.13
2015-16	3-8	94.0	442	22.2	22.0	0.02

Additionally we also evaluated Buffalo United's performance using a regression analysis based on average scaled scores. Average scaled scores help capture differences between students that are just below the proficiency line, and students that are far below proficient. This metric has a direct correlation to the percentage of questions that were answered correctly on the state test.

The charts below compare the proficiency regression analysis that is run by CSI for all schools with a scaled score regression analysis. This analysis of student scaled scores shows that the schools is closer to the CSI definition of higher than expected to a meaningful degree.

	ELA Scaled Score Regression		
	2013-14	2014-15	2015-16
CSI Proficiency Regression	-0.38	-0.13	0.02
Scaled Score Regression	0.28	0.36	0.21

Goal 1: Growth Measure⁴

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

In 2015-16, Buffalo United had a Mean Growth Percentile (MGP) of 49.5.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	42	50.0
5	47.5	50.0
6	54	50.0
7	51.5	50.0
8	53	50.0
All	49.5	50.0

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

EVALUATION

The school did not meet this goal. While they did not meet this goal, the school had a growth score that was 49.5, which is only half a point below the target. Additionally, three of the five grade levels met the goal of 50.

ADDITIONAL EVIDENCE

While Buffalo United missed the MGP of 50 in 2015-16, the school met this goal the two previous years.

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	79	48.5	42	50.0
5	47	54	47.5	50.0
6	47	51.5	54	50.0
7	45	40.5	51.5	50.0
8	52	61.5	53	50.0
All	<u>53.5</u>	<u>51.5</u>	<u>49.5</u>	50.0

Goal 1: Optional Measure

Each year, beginning in kindergarten, the school will administer a nationally-normed standardized assessment in grades K-8. On average, students will score at or above the 65th percentile in reading as measured by beginning-of-year to end-of-year learning growth in grades K-2.

METHOD:

This measure examines the growth of K-2 students, as measured by the NWEA MAP test. Student growth is compared to the national norm for students across the country. The percentage of students meeting growth is compared to the national norm, and evaluated for the percentile of students meeting their growth targets.

RESULTS:

In 2016-17, 51.6% of students met their reading growth target, which was the 28th percentile nationally.

EVALUATION:

Buffalo United did not meet this measure.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Buffalo United met one of the six goals listed below. However when looking at the state growth goal, the school only missed the goal by 0.5 points. Additionally the school has made an 8.5 percentage point increase in proficiency over the last 3 years.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Not Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. (Using 2015-16 results.)	Not Met
Growth	Each year, beginning in kindergarten, the school will administer a nationally-normed standardized assessment in grades K-8. On average, students will score at or above the 65th percentile in reading as measured by beginning-of-year to end-of-year learning growth in grades K-2.	Not Met

ACTION PLAN

- *AimswestPlus* will be used to identify struggling students who will then receive additional interventions. We will also use this tool to measure the progress of students who are in the bottom quartile. The program will support school efforts in screening, progress monitoring, and data management.
- *Corrective Reading* and *Reading Mastery* will be utilized to help students below grade level in all grades become more skillful at decoding, comprehending, and thinking while improving their background knowledge. *Reading Mastery* and *Corrective Reading* use direct instruction to help students master vital decoding and comprehension skills.
- *R.A.C.E* is a writing program that stands for *Restate, Answer, Cite, and Explain*. This program will be used school-wide to assist students with writing proper short responses in ELA, science, and social studies. Teachers will utilize ELA Reading Responses in homework assignments with question stems that align to the appropriate common core standard.

- In 2017-18, we will have an ELA Coach. The ELA Coach will support teachers in utilizing data to drive instruction, assist in planning instruction, and to ensure the skills being taught align with the common core standards.

MATHEMATICS

Goal 2: Mathematics

The school will be proficient in Mathematics.

BACKGROUND

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

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

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in third through eighth grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	75	8	1	0	2	77
4	90	7	0	0	3	93
5	71	9	0	1	6	78
6	60	10	1	0	3	63
7	69	7	0	0	3	72
8	27	1	0	0	9	61*
All	392	42	2	0	26	444*

*25 8th grade students took the algebra regents exam.

RESULTS

In 2016-17, 25 percent of students enrolled in at least their 2nd year achieved a level 3 or higher on the state math exam.

Performance on 2016-17 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	45.3%	75	46.0%	63
4	25.6%	90	29.3%	75
5	18.3%	71	23.6%	55
6	21.7%	60	21.3%	47
7	10.1%	69	11.3%	62
8*	0%	27	0%	22
All*	23.0%	392	25.0%	324

EVALUATION

Buffalo United did not meet this measure in 2016-17. It should be noted that 25 8th grade students took the algebra regents exam and did not take the 8th grade test.

ADDITIONAL EVIDENCE

Buffalo United's performance on the math exam over the last 3 years has been fairly flat, with a minor decrease from 2014-15 to 2015-16 and a minor increase from 2015-16 to 2016-17. Eighth grade and overall proficiency would likely have been higher if the students that took the algebra regents exam had taken the regular 8th grade exam.

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	19.0%	58	29.9%	77	46.0%	75
4	39.4%	66	14.0%	57	29.3%	90
5	40.7%	59	27.9%	61	23.6%	71
6	21.6%	65	31.6%	57	21.3%	60
7	16.9%	59	14.0%	57	11.3%	69
8	22.4%	58	25.9%	58	0%	27
All	26.8%	365	24.3%	367	25.0%	392

Goal 2: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of 109. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

Buffalo United did not meet this goal in 2016-17, scoring a PLI of 81.8.

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	43.2	31.8	15.7	9.3

$$\begin{array}{rclclclcl}
 \text{PI} & = & 31.8 & + & 15.7 & + & 9.3 & = & 56.8 \\
 & & & & 15.7 & + & 9.3 & = & \underline{25.0} \\
 & & & & & & \text{PLI} & = & 81.8
 \end{array}$$

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

EVALUATION

Buffalo United did not meet this goal in 2016-17, scoring a PLI of 81.8, which was 27 points below the threshold of 109.

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

RESULTS

In 2016-17, Buffalo United had 23 percent of students that tested proficient on the state test compared to 17% at the local district.

2016-17 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	45.3%	75	22.1%	2371
4	25.6%	90	18.4%	2199
5	18.3%	71	18.7%	2011
6	21.7%	60	20.1%	1918
7	10.1%	69	14.6%	1886
8	0%	27	7.5%	1812
All	23.0%	392	17.2%	12197

EVALUATION

Buffalo United met this goal in 2016-17, with 5 percent more students proficient than the local district.

ADDITIONAL EVIDENCE

Buffalo United has outperformed the local district for the last 3 years.

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	19.0%	18%	29.9%	20%	45.3%	22.1%
4	39.4%	18%	14.0%	18%	25.6%	18.4%
5	40.7%	18%	27.9%	18%	18.3%	18.7%
6	21.6%	15%	31.6%	17%	21.7%	20.1%
7	16.9%	12%	14.0%	12%	10.1%	14.6%
8	22.4%	9%	25.9%	10%	0%	7.5%
All	26.8%	15%	24.3%	16%	23.0%	17.2%

Goal 2: Comparative Measure

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

METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

Buffalo United had an effect size of 0.10 in 2015-16.

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	90.1	97	28	30.5	-2.5	-0.12
4	96.2	68	16	25.7	-9.7	-0.48
5	92.3	70	29	22.1	6.7	0.36
6	98.7	70	26	17.2	8.8	0.44
7	94.7	68	12	13.0	-1.0	-0.06
8	93.5	68	22	12.8	9.2	0.54
All	94.0	441	22.6	20.9	1.7	0.10

School's Overall Comparative Performance:

Slightly higher than expected

EVALUATION

Buffalo United did not meet this goal in 2015-16. With an effect size of 0.10, the score was below the threshold of 0.30.

ADDITIONAL EVIDENCE

After dipping in 2014-15, the effect size in 2015-16 rose 0.20 points.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-8	90.5	417	28.1	22.3	0.34
2014-15	3-8	88.7	460	19.2	21.2	-0.10
2015-16	3-8	94.0	441	22.6	20.9	0.10

Additionally, we evaluated Buffalo United's performance using a regression analysis based on average scaled scores. Average scaled scores help capture differences between students that are just below the proficiency line, and students that are far below proficient. This metric has a direct correlation to the percentage of questions that were answered correctly on the state test.

The charts below compare the proficiency regression analysis that is run by CSI for all schools with a scaled score regression analysis. This analysis using average student scaled scores shows that the effect size at Buffalo United would have been as higher than expected to a meaningful degree.

	Math Scaled Score Regression		
	2013-14	2014-15	2015-16
CSI Proficiency Regression	0.34	-0.1	0.10
Scaled Score Regression	0.79	0.54	0.35

Goal 2: Growth Measure⁹

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁰

RESULTS

In 2015-16, Buffalo United had a Mean Growth Percentile (MGP) that was below the state average, with a score of 49.5.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	48	50.0
5	46	50.0
6	53	50.0
7	39.5	50.0
8	60.5	50.0
All	49.5	50.0

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

EVALUATION

Buffalo United did not meet this goal. With a 2015-16 growth score of 49.5, the school missed their growth goal by 0.5 points.

ADDITIONAL EVIDENCE

While Buffalo United missed their growth goal in 2015-16, the school met growth in both 2013-14 and 2014-15.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	82	65.5	48	50.0
5	57	52	46	50.0
6	59	32.5	53	50.0
7	62	41.5	39.5	50.0
8	77	45.5	60.5	50.0
All	66	51.5	49.5	50.0

Goal 2: Optional Measure

Each year, beginning in kindergarten, the school will administer a nationally-normed standardized assessment in grades K-8. On average, students will score at or above the 65th percentile in mathematics as measured by beginning-of-year to end-of-year learning growth in grades K-2.

METHOD:

This measure examines the growth of K-2 students, as measured by the NWEA MAP test. Student growth is compared to the national norm for students across the country. The percentage of students meeting growth is compared to the national norm, and evaluated for the percentile of students meeting their growth targets.

RESULTS:

In 2016-17, 47.5% of students met their Math growth target, which was the 14th percentile nationally.

EVALUATION:

Buffalo United did not meet this measure.

SUMMARY OF THE MATHEMATICS GOAL

Buffalo United met one of the six goals listed below. While the school did not meet their 2015-16 state test growth goal, their growth score of 49.5 was only 0.5 points below target and they met the goal in both 2013-14 and 2014-15.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Not Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Not Met
Growth	Each year, beginning in kindergarten, the school will administer a nationally-normed standardized assessment in grades K-8. On average, students will score at or above the 65th percentile in mathematics as measured by beginning-of-year to end-of-year learning growth in grades K-2.	Not Met

ACTION PLAN

- BUCS will add Number Stories in K-2 math instruction for 17-18. This is a math routine that helps students develop number sense and master the K-2 CCLS.
- Our instructional professionals are using iReady instruction materials in conjunction with our curricular tools, Math Expressions and Big Ideas, to provide additional instructional opportunities for priority material emphasized in New York State standards.
- We are providing teachers with a standards-based scope and sequence pacing guide as in ELA.

SCIENCE

Goal 3: Science

Students will be proficient in Science.

BACKGROUND

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

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2017. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

In 2016-17, 60% of students enrolled in at least their 2nd year were proficient on the state science exam.

Charter School Performance on 2016-17 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	80.1%	72	81.2%	85
8	30.0%	50	32.2%	59
All	59.8%	122	61.1%	144

EVALUATION

Buffalo United did not meet this goal in 2016-17. With 60% of students scoring proficient, the school was 15 percentage points below the goal.

ADDITIONAL EVIDENCE

Buffalo United has met this goal in 2014-15, but missed the goal the last 2 years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	86.4%	66	71.7%	60	80.1%	72
8	67.7%	62	50.0%	62	30.0%	50
All	77.3%	128	60.7%	122	59.8%	122

Goal 3: Comparative Measure

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

METHOD

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

RESULTS

Science results for 2016-17 have not been publicly released and therefore cannot be compared to the local district.

2016-17 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	80.1%	72		
8	30.0%	50		
All	59.8%	122		

EVALUATION

The goal cannot be evaluated at this time.

ADDITIONAL EVIDENCE

Buffalo United has met this goal in 2014-15 and 2015-16, and it is likely the school will meet this goal again in 2016-17.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	86.4%	63%	71.7%	67%	80.1%	
8	67.7%	30%	50.0%	28%	30.0%	
All	77.3%	47%	60.7%	48%	59.8%	

SUMMARY OF THE SCIENCE GOAL

The comparative goal cannot be evaluated for 2016-17, as results for the local district have not been released publicly. The school did not meet the absolute measure.

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

ACTION PLAN

- We are considering a new curricular tool for middle school science, STEMScopes, to improve our 8th grade science proficiency.
- We also plan to add more hands-on science experiments for our middle school students.
- BUCS is reviewing lesson plans to ensure that teachers are providing instruction on priority science standards in all grades.

NCLB

Goal 4: NCLB

See absolute measure.

Goal 4: Absolute Measure

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

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

Buffalo United is in good standing.

EVALUATION

Buffalo United met this goal by being in good standing.

ADDITIONAL EVIDENCE

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal 5:

The school will be organizationally viable and financially sound.

Goal 5: Measure 1

Each year, the school will average a student attendance rate at or above 93%.

METHOD

The student attendance rate is determined using the school's Average Daily Attendance during the 2016-17 school year.

RESULTS

For 2016-17, the student attendance rate for Buffalo United Charter School was 90.84% percent.

2016-17 Attendance

Grade	Average Daily Attendance Rate
K	88.5%
1	91.0%
2	90.0%
3	91.3%
4	91.9%
5	90.9%
6	91.9%
7	91.3%
8	91.6%
Overall	90.8%

EVALUATION

With an attendance rate of 90.84% percent, Buffalo United Charter School did not meet the stated measure.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2014-15	92.5%
2015-16	92.5%
2016-17	90.84%

APPENDIX B: SUMMARY TABLES

Goal 5: Measure 2

Each year, the school will receive an unqualified audit from an independent certified public accounting firm hired by the Board of Trustees.

METHOD

Buffalo United Charter School will retain an independent certified accounting firm to review the school's financial transactions during the 2016-17 school year.

RESULTS

Buffalo United has contracted with an independent certified public accounting firm to complete an audit of the 2016-17 school year. This audit is in process and will be submitted to CSI on or before November 1, 2017.

EVALUATION

Buffalo United has contracted with an independent certified public accounting firm to complete an audit of the 2015-16 school year. This audit is in process and will be submitted to CSI on or before November 1, 2017.

Goal 5: Measure 3

Each year, the school's Board of Trustees will assess the performance of its education management partner. The review will be used to identify the management partner's successes and opportunities to improve its future performance, as well as ensure the Board and management partner's relationship is effectively serving the school.

METHOD

The Buffalo United Charter School Board of Trustees will assess the performance of its education management partner.

RESULTS

The Board of Trustees completed an evaluation of NHA during the 2016-17 school year.

EVALUATION

Buffalo United Charter School met this measure by assessing the performance of its education management partner.

APPENDIX B: SUMMARY TABLES

Goal 5: Measure 4

Each year, the school's Board of Trustees will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

METHOD

Throughout the school year, the Board of Trustees are presented with a number of issues which require legal review. Policies, documents, and issues are shared with the Board's independent legal counsel for analysis and recommendations.

RESULTS

The Board appointed its legal counsel during its annual meeting. The Board's legal counsel thoroughly reviewed all issues and provided the Board with timely and thoughtful responses to aid in its decision-making.

EVALUATION

The Board successfully met this measure in 2016-17.

Goal 5: Measure 5

Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.

METHOD

In consultation with its legal counsel, Buffalo United Charter School will be in compliance with all applicable state and federal laws, rules, and regulations.

RESULTS

In consultation with its legal counsel, Buffalo United Charter School was in full compliance with all applicable state and federal laws, rules, and regulations.

EVALUATION

Buffalo United met this goal by being compliant with all applicable state and federal laws, rules, and regulations