

Accountability Plan Progress Reports for the 2005-06 School Year

Reader's Guide

SUNY Authorized Charter Schools and Accountability

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 State University 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 State University Board of Trustees authorizes is required to enter into an accountability agreement, known as the 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 their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans**. 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 exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

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

2005-06 Accountability Plan Progress Report

Buffalo United Charter School (“Buffalo United” or “BUCS”) began its first year of operation in the fall of 2003 with 237 students in grades K-4. The school has expanded, serving 395 students in grades K-5 during school year 2004-05, and 412 students in grades K-6 during school year 2005-06. Outlined below is a detailed look at BUCS’s progress toward the goals during the most recent 2005-06 school year.

I. ACADEMIC ACCOUNTABILITY PLAN OUTCOMES¹

Goal One: Students will be proficient in English language arts.

A. Findings

1. Absolute Measure

For the 2003-04 and 2004-05 school years, 75% of fourth graders who have been enrolled at Buffalo United for two or more years will perform at or above a Level 3 on the New York State English language arts (ELA) assessment.

For the 2005-06 and 2006-07 school years, 60% of second-year students, 70% of third-year students, and 75% of fourth-year students enrolled at Buffalo United will perform at or above a Level 3 on the New York State English Language Arts (ELA) assessment.

a. Method

Baseline data were established during the 2003-04 school year and serves as the basis for measuring progress toward the absolute measure. Students complete the ELA exam on an annual basis in the winter. During the 2005-06 school year the State ELA exam expanded to grades 3-8 although, in the past, this exam was limited to grades 4 and 8.

Progress toward this goal is measured specifically by assessing students who have been continuously enrolled for at least two full academic years. Since BUCS opened in the fall of 2003, no cohort data is available for the 2003-04 analysis. For the 2004-05 school year, students continually enrolled on or before September 30, 2003 are included in the two or more year (2+) cohort. To analyze the 2005-06

¹ Student performance data within this 2005-06 Accountability Plan Progress Report is derived from two sources. These sources are detailed as follows: 1) All 2003-04 and 2004-05 data can be found at the University of the State of New York State Education Department Report Card website (<http://www.emsc.nysed.gov/irts/reportcard/>); and 2) 2005-06 data for English Language Arts and mathematics can be found at <http://www.emsc.nysed.gov/irts/ela-math/ela-06/districts/> and <http://www.emsc.nysed.gov/irts/ela-math/math-06/districts/> respectively.

school year, cohorts are defined as continuously enrolled students with the following enrollment dates:

- Second Year Students = October 1, 2003 – September 30, 2004
- Third Year Students = On or before September 30, 2003
- Fourth Year Students = Not applicable

b. Results

4th Grade ELA Results

School Year	Student Cohort	Total Enrolled	Total Tested	Level 1		Level 2		Level 3		Level 4		Level 3 & 4	
				#	%	#	%	#	%	#	%	#	%
2003-04*	2+ yr. Cohort	-	-	-	-	-	-	-	-	-	-	-	-
2004-05	2+ yr. Cohort**	41	39	1	2.56%	10	25.64%	23	58.97%	5	12.82%	28	71.79%

*No cohort data available in the 2003-04 school year because this was BUCS's first year of operation.

**A 2+ year cohort is not available. BUCS opened in fall 2003; therefore the data contained in this table represents students continuously enrolled for 1.5 years at the time of the exam in January 2005.

2nd-, 3rd-, and 4th- Year Student ELA Results

Percent of Cohort Students at each Performance Level 2005-06 State Assessments Results: Grades 3-6 Combined					
2005-06 Assessment	Students Enrolled	Students Tested	Level 3 & 4	Target Percentage Proficient	Goal Met
ELA Assessments: 2 nd Year Students	54	54	38.9% (n = 21)	60%	No
ELA Assessments: 3 rd Year Students *	92	92	42.4% (n = 39)	70%	No
ELA Assessments: 4 th Year Students	n/a	n/a	n/a	n/a	n/a
Total: 2 nd and 3 rd Year Students	146	146	41.1% (n = 60)	-	-

c. Evaluation

Goal not met.

d. Further Evidence

BUCS students demonstrated an increase in proficiency levels on the Grade 4 ELA Assessment between the school's first and second year of operation. Specifically, from 2003-04 to 2004-05, the number of students proficient in ELA rose by 27.2 percentage points. A new testing system was implemented by the state in 2005-06. This new testing system, which requires the administration of ELA assessments to all students in grades 3-8, makes direct comparisons between the 2005-06 assessment and previous years' assessments potentially unreliable. BUCS saw a decrease in Grade 4 ELA proficiency levels from 2004-05

to 2005-06. The percentage of students proficient in grades 3-6, as measured by the 2005-06 state ELA Assessment, was 38.8%.

Percent of All BUCS Students Performing At or Above Level 3 on the New York State English Language Arts Assessment					
	2003-04	2004-05	Introduction of New State Testing System	2005-06	
Grade 3	n/a	n/a		37.5%	n = 24
Grade 4	40.8%	68.0%		49.2%	n = 30
Grade 5	n/a	n/a		44.4%	n = 20
Grade 6	n/a	n/a		22.4%	n = 11
Total	40.8%	68.0%		38.8%	n = 85
	n = 20	n = 34		n = 85	

Additional evidence regarding student performance is evident through an analysis of approximate cohort groups.

New York State Assessment Results English Language Arts Approximate Cohort Analysis				
	% Proficient (Level 3 and Above)			
	Grade 3	Grade 4	Grade 5	Grade 6
6th grade class of 2005-06	-	40.8%	-	22.4%
		(n=20, 03-04)		(n=11, 05-06)
5th grade class of 2005-06	-	68.0%	44.4%	
		(n=34 04-05)	(n=20, 05-06)	
4th grade class of 2005-06	-	49.2%		
		(n=30, 05-06)		
3rd grade class of 2005-06	37.5%			
	(n=24, 05-06)			

2. Comparative Measure

Each year, the percentage of all Buffalo United students at Levels 3 and 4 on the New York State ELA assessment will exceed the following public schools (all identified as in the same similar school comparison group):

- PS #11
- PS #17
- PS #63

The percentage of all Buffalo United students at Levels 3 and 4 will also exceed that of the Buffalo City School District.

For the 2003-04 and 2004-05 school years, the results will be based on fourth grade students. For the 2005-06 and 2006-07 school years, results will be based on students in grades 3-7 combined.

a. Method

The purpose of the comparative measure is to illustrate that Buffalo United ELA instruction enables its students to achieve at a level equal to or greater than similar schools. Three Buffalo public schools and the Buffalo City School District are used for comparison. The selection of the comparison schools was made in conjunction with the State University of New York Charter Schools Institute (CSI), the school's authorizer.

Baseline data were established during the 2003-04 school year and serves as the basis for measuring progress toward the measure. Students complete the ELA exam on an annual basis in the winter. During the 2005-06 school year the State ELA exam expanded to grades 3-8 although, in the past, this exam was limited to grades 4 and 8. However, the state ELA assessment was administered only in grades 3-6 as BUCS does not yet serve grades 7 or 8.

b. Results

State ELA Results
Percentage of Students at Levels 3 and 4

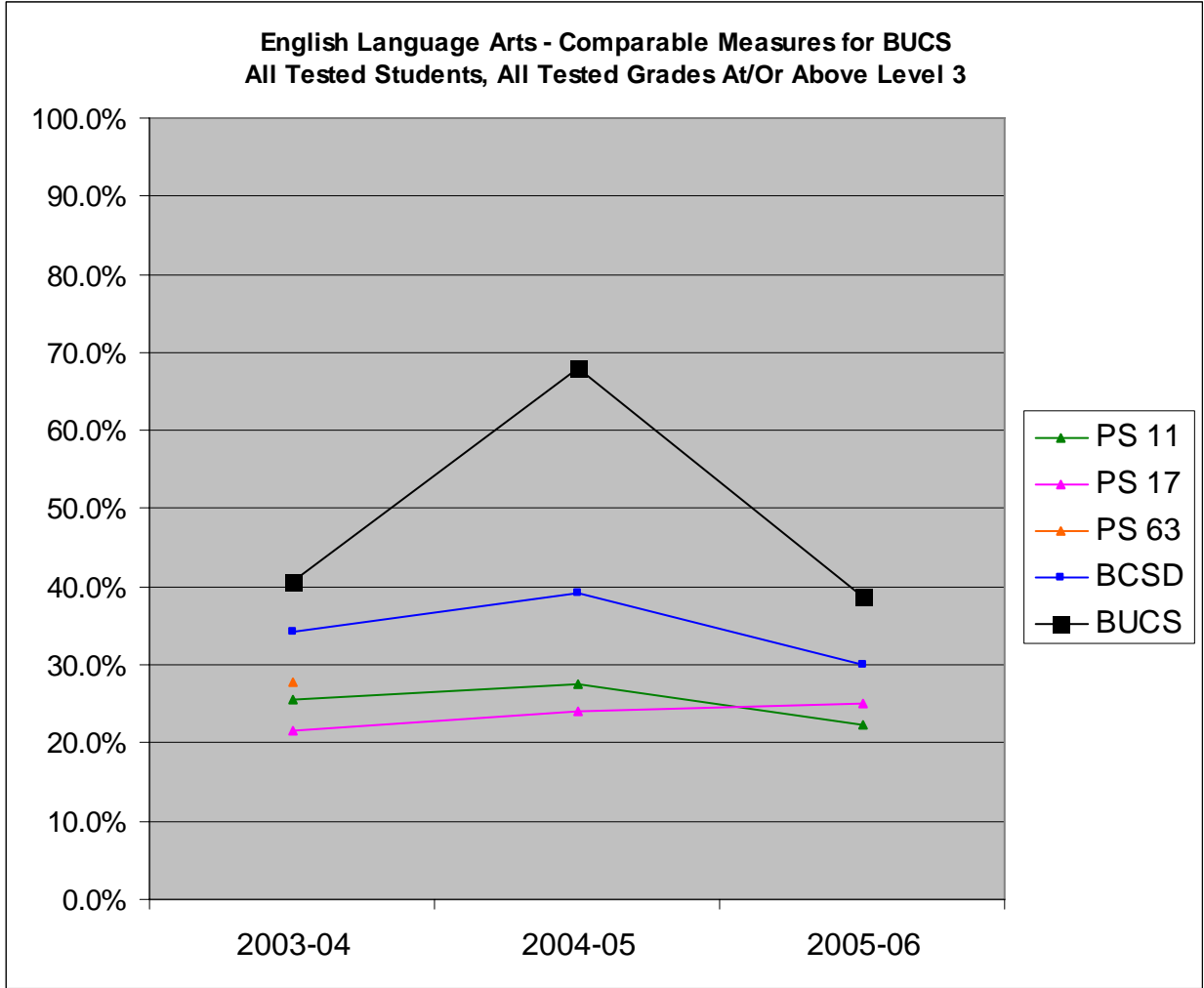
School	2003-04 Grade 4	2004-05 Grade 4	2005-06 Grades 3-6
PS#11	25.6%	27.6%	22.3%
PS#17	21.5%	24.1%	24.2%
PS#63	27.8%	n/a	n/a
Buffalo City School District	34.2%	39.2%	30.1%
BUCS	40.8%	68.0%	38.8%

c. Evaluation

Goal met. The percentage of all Buffalo United students at levels 3 and 4 on the New York State ELA assessment exceeded all comparison schools.

d. Further Evidence

The percentage of all Buffalo United students at levels 3 and 4 on the New York State ELA assessment exceeded all comparison schools. Although the test scores may not be comparable because of the implementation of the new state testing system in 2005-06, the comparison is still noteworthy.



	2003-04			2004-05			2005-06		
	% Proficient	Students Tested	Grades Tested	% Proficient	Students Tested	Grades Tested	% Proficient	Students Tested	Grades Tested
PS 11	25.6%	86	4	27.6%	58	4	22.3%	94	3-4
PS 17	21.5%	93	4	24.1%	133	4	24.2%	223	3-4
PS 63	27.8%	36	4	<i>closed</i>	<i>closed</i>	<i>closed</i>	<i>closed</i>	<i>closed</i>	<i>closed</i>
BCSD	34.2%	2,726	4	39.2%	2,360	4	30.1%	16,245	3-8
BUCS	40.8%	49	4	68.0%	50	4	38.8%	219	3-6

3. Value-Added Measure

For the 2004-05 and 2005-06 school years, cohorts of students at Buffalo United will reduce by one-half the gap between the baseline performance and grade level on the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) total reading battery.

- Third Grade: The third grade cohort will reduce by one-half the gap between its average Normal Curve Equivalent (NCE) score on the second grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.
- Fourth Grade: The fourth grade cohort will reduce by one-half the gap between its average NCE score on the third grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.
- Fifth Grade: The fifth grade cohort will reduce by one-half the gap between its average NCE score on the fourth grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.
- Sixth Grade: The sixth grade cohort will reduce by one-half the gap between its average NCE score on the fifth grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.

For the 2006-07 school year, cohorts of students at Buffalo United will reduce the gap between the baseline performance and proficiency on the New York State ELA assessment.

- Fourth Grade: The fourth grade cohort will reduce by one-fifth the gap between the average scaled score on the third grade ELA assessment and the scaled score equivalent of scoring at the proficient performance level on the eighth grade ELA assessment.
- Fifth Grade: The fifth grade cohort will reduce by one-fourth the gap between the average scaled score on the fourth grade ELA assessment and the scaled score equivalent of scoring at the proficient performance level on the eighth grade ELA assessment.
- Sixth Grade: The sixth grade cohort will reduce by one-third the gap between the average scaled score on the fifth grade ELA assessment and the scaled score equivalent of scoring at the proficient performance level on the eighth grade ELA assessment.
- Seventh Grade: The seventh grade cohort will reduce by one-half the gap between the average scaled score on the sixth grade ELA assessment and the scaled score equivalent of scoring at the proficient performance level on the eighth grade ELA.

a. Method

Buffalo United students take the NWEA MAP test three times during the school year to measure student academic progress. From the nationally-developed Percentage Rank norms, we derived an NCE that is calculated for relative position on the normal curve. The formula for the derivation of the NCE in the *CSI Accountability Workbook* is as follows:

$$= \text{NORMSINV}(\text{Excel Cell Value}/100)*21.06+50.$$

The NWEA MAP assessment is a computer-based test that is scored electronically. The formula provided from CSI is as follows:

$$\text{Previous Year NCE} + [(50 - \text{Previous Year NCE})/2] = \text{Goal NCE}.$$

Cohorts are measured by the enrollment date on entry within BUCS. A typical cohort would be categorized as continuous enrollment for a period of two complete school years. A complete school year is defined as continuous enrollment for the entire preceding school year at the time of the test. For example, a fourth grade student who did not enroll at BUCS in the beginning of third grade will not be counted as part of the fourth grade cohort.

Note: For the 2003-04 school year, data is based on results from the Metropolitan Achievement Test, Version 8. Beginning in the 2004-05 school year, Buffalo United administered the NWEA MAP.

b. Results

Third Grade NWEA Reading: The third grade matched cohort in 2005-06 did not reduce by more than one-half the gap between its average NCE score on the second grade reading test and an NCE of 50. In the spring of 2006 the mean NCE score decreased by 6.3 points.

Grade 3								
Matched Cohort (Three Year)			Reading					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	1	28	22	-	-	-	-
2004-05	Spring	2	28	22	42.2	-	-	40.8
2005-06	Spring	3	28	22	35.9	46.1	No	36.5

Fourth Grade NWEA Reading: The fourth grade matched cohort in 2005-06 did not reduce by more than one-half the gap between its average NCE score on the third grade reading test and an NCE of 50. In the spring of 2006 the mean NCE score increased by .8 points. However the score was 6.1 points below the goal.

Grade 4								
Matched Cohort (Three Year)			Reading					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	2	23	20	41.0	-	-	43.9
2004-05	Spring	3	23	20	36.2	45.5	No	31.9
2005-06	Spring	4	23	20	37.0	43.1	No	35.7

Fifth Grade NWEA Reading: The fifth grade matched cohort in 2005-06 did not reduce by more than one-half the gap between its average NCE score on the fourth grade reading test and an NCE of 50. In the spring of 2006 the mean NCE score decreased by 2.8 points.

Grade 5								
Matched Cohort (Three Year)			Reading					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	3	26	24	40.5	-	-	39.6
2004-05	Spring	4	26	24	43.7	45.3	No	41.3
2005-06	Spring	5	26	24	40.9	46.9	No	39.6

Sixth Grade NWEA Reading: The sixth grade matched cohort in 2005-06 did not reduce by more than one-half the gap between its average NCE score on the fifth grade reading test and an NCE of 50. In the spring of 2006 the mean NCE score increased by 1.8 points. However this score was 1.6 points below the goal.

Grade 6								
Matched Cohort (Three Year)			Reading					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	4	24	22	47.6	-	-	45.7
2004-05	Spring	5	24	22	43.3	48.8	No	42.5
2005-06	Spring	6	24	22	45.1	46.7	No	46.3

c. Evaluation

Goal not met. In 2005-06, the matched cohort did not meet their NCE goals in reading.

2005-06 Goal Attainment Summary

Matched Cohort	Reading Goal Met?
3 rd Grade Cohort	No
4 th Grade Cohort	No
5 th Grade Cohort	No
6 th Grade Cohort	No

d. Further Evidence

The NWEA language usage assessment provides additional information of progress in the goal area of English language arts. Using the same methodology as outlined above for reading, the language usage results are provided below:

Grade 3								
Matched Cohort (Three Year)			Language Usage					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	1	28	22	-	-	-	-
2004-05	Spring	2	28	22	42.5	-	-	41.9
2005-06	Spring	3	28	22	33.3	46.3	No	33.0

Grade 4								
Matched Cohort (Three Year)			Language Usage					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	2	23	20	31.8	-	-	35.1
2004-05	Spring	3	23	20	37.2	40.9	No	35.3
2005-06	Spring	4	23	20	37.2	43.6	No	33.7

Grade 5								
Matched Cohort (Three Year)			Language Usage					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	3	26	24	40.4	-	-	41.4
2004-05	Spring	4	26	24	44.2	45.2	No	41.9
2005-06	Spring	5	26	24	40.9	47.1	No	37.1

Grade 6								
Matched Cohort (Three Year)			Language Usage					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	4	24	22	44.0	-	-	41.4
2004-05	Spring	5	24	22	44.7	47.0	No	43.9
2005-06	Spring	6	24	22	42.6	47.4	No	39.2

2005-06 Goal Attainment Summary

Matched Cohort	Language Usage Goal Met?
3 rd Grade Cohort	No
4 th Grade Cohort	No
5 th Grade Cohort	No
6 th Grade Cohort	No

When comparing the Accountability Plan Goals for reading and language usage for the year 2004-05 with that of the 2005-06 school year, there has not been significant improvement in reaching the stated goals. The scores did increase for the fourth and six grade reading tests; however the increase was not sufficient to meet the goals. The grade 4 language usage test score remained the same as the previous year and the remaining five tests showed a decrease that ranged from 9.2 to 2.1 points; the average was 5.6.

Comparison of Reading and Language Usage Goals Met in 2005-06 with Goals Met in 2004-05

Matched Cohort	Assessment	2004-05		Assessment	2005-06	
		Reading	Language		Reading	Language
3rd Grade Cohort	2 nd Grade Assessment	-	-	3 rd Grade Assessment	-	No
4th Grade Cohort	3 rd Grade Assessment	No	No	4 th Grade Assessment	No	No
5th Grade Cohort	4 th Grade Assessment	No	No	5 th Grade Assessment	No	No
6th Grade Cohort	5 th Grade Assessment	No	No	6 th Grade Assessment	No	No

Goal Two: Students will be proficient in mathematics.

A. Findings

1. Absolute Measure:

For the 2003-04 and 2004-05 school years, 75% of fourth graders who have been enrolled at Buffalo United for two or more years will perform at or above a Level 3 on the New York State mathematics assessment.

For the 2005-06 and 2006-07 school years, 60% of second-year students, 70% of third-year students, and 75% of fourth-year students enrolled at Buffalo United will perform at or above a Level 3 on the New York State mathematics assessment.

a. Method

Baseline data were established during the 2003-04 school year and serves as the basis for measuring progress toward the absolute measure. Students complete the mathematics exam on an annual basis in the spring. During the 2005-06 school year the State mathematics exam expanded to grades 3-8 although, in the past, this exam was limited to grades 4 and 8. Progress toward this goal is measured specifically by assessing students who have been continuously enrolled for at least two full academic years.

Progress toward this goal is measured specifically by assessing students who have been continuously enrolled for at least two full academic years. Since BUCS opened in the fall of 2003, no cohort data is available for the 2003-04 analysis. For the 2004-05 school year, students continually enrolled on or before September 30, 2003 are included in the two or more year (2+) cohort. To analyze the 2005-06 school year, cohorts are defined as continuously enrolled students with the following enrollment dates:

- Second Year Students = October 1, 2003 – September 30, 2004
- Third Year Students = On or before September 30, 2003
- Fourth Year Students = Not applicable

b. Results

The State mathematics assessment was administered in March 2006; however, assessment results are not yet available. BUCS will update the annual report when the data become available.

4th Grade Mathematics Results

School Year	Student Cohort	Total Enrolled	Total Tested	Level 1		Level 2		Level 3		Level 4		Level 3 and 4	
				#	%	#	%	#	%	#	%	#	%
2003-04*	2+ yr. Cohort	-	-	-	-	-	-	-	-	-	-	-	-
2004-05	2+ yr. Cohort**	41	39	1	2.56%	8	20.51%	16	41.03%	14	35.90%	30	76.92%

*No cohort data available in the 2003-04 school year because this was BUCS's first year of operation.

**A 2+ year cohort is not available. BUCS opened in fall 2003; therefore the data contained in this table represents students continuously enrolled for 1.8 years at the time of the exam in March 2005.

2nd-, 3rd-, and 4th- Year Student Mathematics Results

Percent of Cohort Students at each Performance Level 2005-06 State Assessments Results: Grades 3-6 Combined					
2005-06 Assessment	Students Enrolled	Students Tested	Level 3 & 4	Target Percentage Proficient	Goal Met
Mathematics Assessments: 2 nd Year Students	53	53	56.6% (n = 30)	60%	No
Mathematics Assessments: 3 rd Year Students	89	89	51.7% (n = 46)	70%	No
Mathematics Assessments: 4 th Year Students	n/a	n/a	n/a	n/a	n/a
Total: 2 nd and 3 rd Year Students	142	142	53.5% (n = 76)	-	-

c. Evaluation

Goal not met.

d. Further Evidence

In mathematics, the percentage of students demonstrating proficiency through the Grade 4 Mathematics Assessment decreased by two percentage points between 2003-04 and 2004-05. Specifically, results indicated that 76.0% of fourth graders were proficient in 2003-04 and 74.0% were proficient in 2004-05. In 2005-06, however, 83.3% of Buffalo United students were identified as proficient through the Grade 4 Mathematics Assessment. Overall, 56.0% of BUCS students were identified as proficient on the New York State mathematics assessments.

Percent of All BUCS Students Performing At or Above Level 3 on the New York State Mathematics Assessment				
	2003-04	2004-05		2005-06
Grade 3	n/a	n/a	Introduction of New State Testing System	67.7% <i>n</i> = 42
Grade 4	76.0% <i>n</i> = 38	74.0% <i>n</i> = 37		83.3% <i>n</i> = 45
Grade 5	n/a	n/a		24.4% <i>n</i> = 11
Grade 6	n/a	n/a		39.6% <i>n</i> = 19
Total	76.0% <i>n</i> = 38	74.0% <i>n</i> = 37		56.0% <i>n</i> = 117

Additional evidence regarding student performance is evident through an analysis of approximate cohort groups.

New York State Assessment Results				
Mathematics				
Approximate Cohort Analysis				
	% Proficient (Level 3 and Above)			
	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>
6th grade class of 2005-06	-	76.0%	-	39.6%
		(n=38, 03-04)		(n=19, 05-06)
5th grade class of 2005-06	-	74.0%	24.4%	
		(n=37, 04-05)	(n=11, 05-06)	
4th grade class of 2005-06	-	83.3%		
		(n=45, 05-06)		
3rd grade class of 2005-06	67.7%			
	(n=42, 05-06)			

2. Comparative Measure

The purpose of the comparative measure is to illustrate that Buffalo United mathematics instruction enables its students to achieve at a level equal to or greater than similar schools. Three Buffalo public schools and the Buffalo City School District are used for comparison. The selection of the comparison schools was made in conjunction with CSI.

- PS #11
- PS #17
- PS #63

The percentage of all Buffalo United students at Levels 3 and 4 will also exceed that of the Buffalo City School District.

For the 2003-04 and 2004-05 school years, the results were based on fourth grade students. For the 2005-06 and 2006-07 school years, results will be based on students in grades 3-7 combined.

a. Method

The purpose of the comparative measure is to illustrate that Buffalo United mathematics instruction enables its students to achieve at a level equal to or greater than similar schools. Three Buffalo public schools and the Buffalo City School District are used for comparison. The selection of the comparison schools was made in conjunction with CSI.

Baseline data were established during the 2003-04 school year and serves as the basis for measuring progress toward the measure. Students complete the mathematics exam on an annual basis in the spring. During the 2005-06 school year the State mathematics exam expanded to grades 3-8 although, in the past, this exam was limited to grades 4 and 8.

b. Results

**State Mathematics Results
Percentage of Students at Levels 3 and 4**

School	2003-04 Grade 4	2004-05 Grade 4	2005-06 Grades 3-6
PS#11	51.1%	65.6%	30.9%
PS#17	75.3%	56.0%	30.3%
PS#63	73.0%	n/a	n/a
Buffalo City School District	62.5%	66.6%	28.5%
BUCS	76.0%	74.0%	56.0%

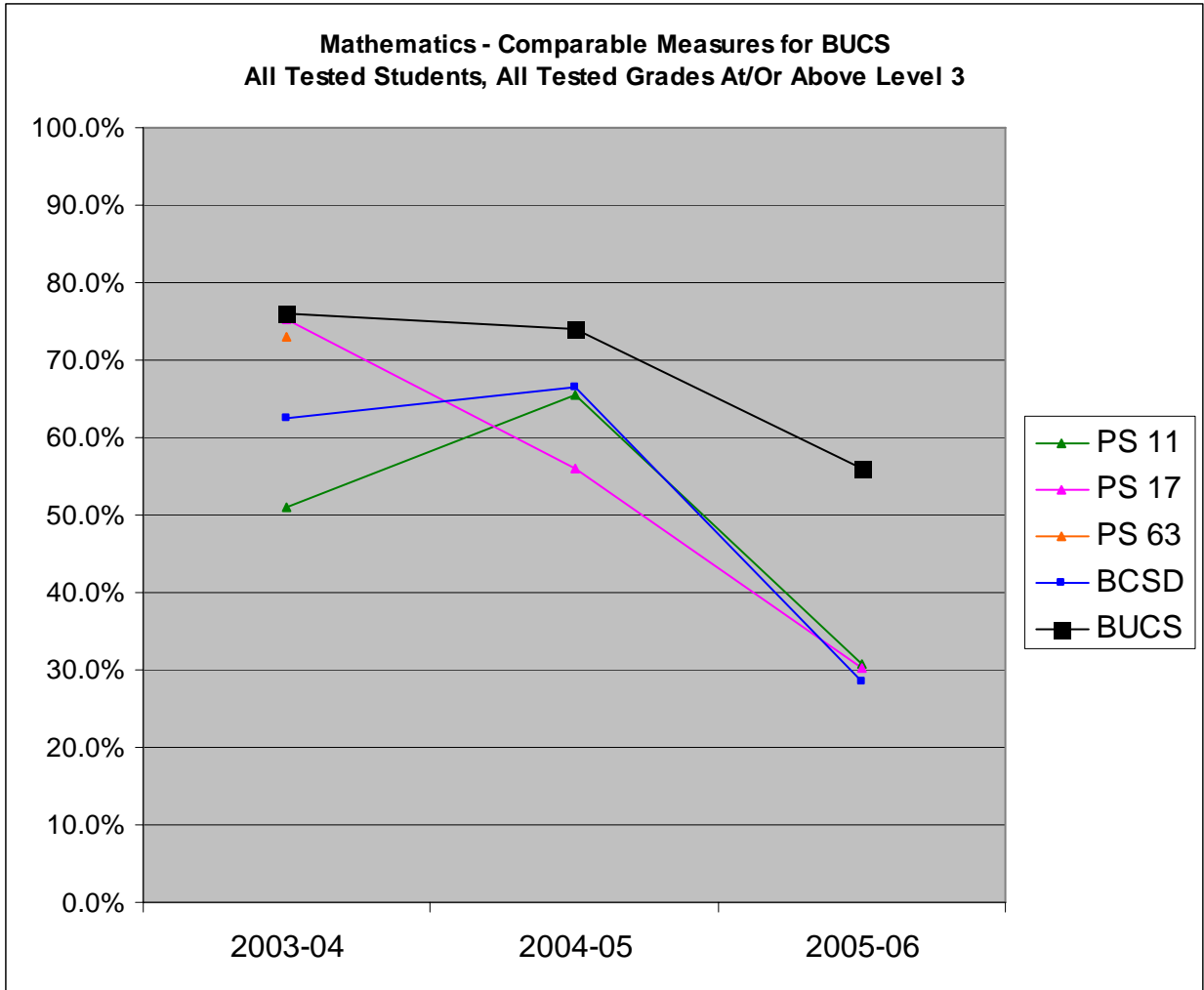
Note: PS #63 closed in 2004 and data is no longer available for this school.

c. Evaluation

Goal met. The percentage of all Buffalo United students at Levels 3 and 4 on the New York State mathematics assessment exceeded its comparison schools.

d. Further Evidence

The percentage of all Buffalo United students at Levels 3 and 4 on the New York State mathematics assessment exceeded its comparison schools. Although the test scores may not be comparable because of the implementation of the new state testing system in 2005-06, the comparison is still noteworthy.



	2003-04			2004-05			2005-06		
	% Proficient	Students Tested	Grades Tested	% Proficient	Students Tested	Grades Tested	% Proficient	Students Tested	Grades Tested
PS 11	51.1%	90	4	65.6%	61	4	30.9%	94	3-4
PS 17	75.3%	93	4	56.0%	134	4	30.3%	221	3-4
PS 63	73.0%	37	4	<i>closed</i>	<i>closed</i>	<i>closed</i>	<i>closed</i>	<i>closed</i>	<i>closed</i>
BCSD	62.5%	2,871	4	66.6%	2,553	4	28.5%	17,070	3-8
BUCS	76.0%	50	4	74.0%	50	4	56.0%	209	3-6

3. Value Added Measure: For the 2004-05 and 2005-06 school years, cohorts of students at Buffalo United will reduce by one-half the gap between the baseline performance and grade level on the NWEA MAP total mathematics battery.

- Third Grade: The third grade cohort will reduce by one-half the gap between its average NCE score on the second grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.

- Fourth Grade: The fourth grade cohort will reduce by one-half the gap between its average NCE score on the third grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.
- Fifth Grade: The fifth grade cohort will reduce by one-half the gap between its average NCE score on the fourth grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.
- Sixth Grade: The sixth grade cohort will reduce by one-half the gap between its average NCE score on the fifth grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.

For the 2006-07 and 2007-08 school years, cohorts of students at Buffalo United will reduce the gap between the baseline performance and proficiency on the New York State mathematics assessment.

- Fourth Grade: The fourth grade cohort will reduce by one-fifth the gap between the average scaled score on the third grade math assessment and the scaled score equivalent of scoring at the proficient performance level on the eighth grade mathematics assessment.
- Fifth Grade: The fifth grade cohort will reduce by one-fourth the gap between the average scaled score on the fourth grade math assessment and the scaled score equivalent of scoring at the proficient performance level on the eighth grade mathematics assessment.
- Sixth Grade: The sixth grade cohort will reduce by one-third the gap between the average scaled score on the fifth grade math assessment and the scaled score equivalent of scoring at the proficient performance level on the eighth grade mathematics assessment.
- Seventh Grade: The seventh grade cohort will reduce by one-half the gap between the average scaled score on the sixth grade math assessment and the scaled score equivalent of scoring at the proficient performance level on the eighth grade mathematics assessment.

a. Method

Buffalo United students take the NWEA MAP test three times during the school year to measure student academic progress. From the nationally-developed Percentage Rank norms, we derived an NCE that is calculated for relative position on the normal curve. The formula for the derivation of the NCE in the *CSI Accountability Workbook* guidance is as follows:

$$= \text{NORMSINV}(\text{Excel Cell Value}/100)*21.06+50.$$

The NWEA MAP assessment is a computer-based test that is scored electronically. The formula provided from CSI is as follows:

Previous Year NCE + [(50-Previous Year NCE)/2] = Goal NCE.

Cohorts are measured by the enrollment date on entry within BUCS. A typical cohort would be categorized as continuous enrollment for a period of two complete school years. A complete school year is defined as continuous enrollment for the entire preceding school year at the time of the test. For example, a fourth grade student who did not enroll within BUCS in the beginning of third grade will not be counted as part of the fourth grade cohort.

Note: For the 2003-04 school year, data is based on results from the Metropolitan Achievement Test, Version 8. Beginning in the 2004-05 school year, Buffalo United administered the NWEA MAP.

b. Results

Third Grade NWEA Mathematics: The third grade matched cohort in 2005-06 did not reduce by more than one-half the gap between its average NCE score on the second grade Math test and an NCE of 50. In the spring of 2006 the mean NCE score decreased by 7.0 points.

Grade 3								
Matched Cohort (Three Year)			Mathematics					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	1	28	22	-	-	-	-
2004-05	Spring	2	28	22	45.3	-	-	44.1
2005-06	Spring	3	28	22	36.3	46.7	No	36.5

Fourth Grade NWEA Mathematics: The fourth grade matched cohort in 2005-06 did not reduce by more than one-half the gap between its average NCE score on the third grade Math test and an NCE of 50. In the spring of 2006 the mean NCE score increased by 1.1 points. However, this score was 5.0 points below the goal.

Grade 4								
Matched Cohort (Three Year)			Mathematics					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	2	23	20	34.8	-	No	33.7
2004-05	Spring	3	23	20	37.8	42.4	No	39.6
2005-06	Spring	4	23	19	38.9	43.9	No	37.7

Fifth Grade NWEA Mathematics: The fifth grade matched cohort in 2005-06 did not reduce by more than one-half the gap between its average NCE score on the fourth grade Math test and an NCE of 50. In the spring of 2006 the mean NCE score decreased by 6.1 points.

Grade 5								
Matched Cohort (Three Year)			Mathematics					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	3	26	24	39.8	-	No	38.9
2004-05	Spring	4	26	24	47.0	44.9	YES	44.9
2005-06	Spring	5	26	24	40.9	48.5	No	39.6

Sixth Grade NWEA Mathematics: The sixth grade matched cohort in 2005-06 did reduce by more than one-half the gap between its average NCE score on the fifth grade Math test and an NCE of 50. In the spring of 2006 the mean NCE score increased by 2.1 points. This score exceeded the goal by .3 of a point.

Grade 6								
Matched Cohort (Three Year)			Mathematics					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	4	24	22	49.5	-	No	43.6
2004-05	Spring	5	24	22	46.5	49.8	No	49.7
2005-06	Spring	6	24	22	48.6	48.3	YES	49.7

c. Evaluation

Goal partially met. In 2005-06, the school met its goals for math in one out of the four tested grades.

2005-06 Goal Attainment Summary

Matched Cohort	Mathematics Goal Met?
3 rd Grade Cohort	No
4 th Grade Cohort	No
5 th Grade Cohort	No
6 th Grade Cohort	YES

d. Further Evidence

When comparing the mathematics Accountability Plan goals for the year 2004-05 with that of the 2005-06 school year, there has been improvement in reaching growth targets in grade six. In grade 4 and grade 6 there were increases in scores, however the grade 4 scores were not high enough to reach the goal.

**Comparison of Mathematics Goals Met in 2005-06
with Goals Met in 2004-05**

Matched Cohort	Assessment	2004-05	Assessment	2005-06
		Mathematics Goal Met?		Mathematics Goal Met?
3 rd Grade Cohort	2 nd Grade Assessment	-	3 rd Grade Assessment	No
4 th Grade Cohort	3 rd Grade Assessment	No	4 th Grade Assessment	No
5 th Grade Cohort	4 th Grade Assessment	YES	5 th Grade Assessment	No
6 th Grade Cohort	5 th Grade Assessment	No	6 th Grade Assessment	YES

Goal Three: Students will be proficient in science.

A. Findings

1. Absolute Measure

For the 2003-04 and 2004-05 school years, 75% of fourth graders who have been enrolled at Buffalo United for two or more years will perform at or above a Level 3 on the New York State science assessment.

For the 2005-06 and 2006-07 school years, 60% of second-year students, 70% of third-year students, and 75% of fourth-year students enrolled at Buffalo United will perform at or above a Level 3 on the New York State science assessment.

a. Method

Baseline data were established during the 2003-04 school year and serves as the basis for measuring progress toward the absolute measure. Students complete the science exam on an annual basis in the spring. Progress toward this goal is measured specifically by assessing students who have been continuously enrolled for at least two full academic years.

b. Results

The State science assessment was administered in April 2006; however, assessment results are not yet available. BUCS will update the annual report when the data become available.

4th Grade Science Results

School Year	Student Cohort	Total Enrolled	Total Tested	Level 1		Level 2		Level 3		Level 4		Level 3 and 4	
				#	%	#	%	#	%	#	%	#	%
2003-04*	2+ yr. Cohort	-	-	-	-	-	-	-	-	-	-	-	-
2004-05	2+ yr. Cohort**	41	38	1	2.63%	3	7.89%	22	57.89%	12	31.58%	34	89.47%

*No cohort data available in the 2003-04 school year because this was BUCS's first year of operation.

**A 2+ year cohort is not available. BUCS opened in fall 2003; therefore the data contained in this table represents students continuously enrolled for 1.9 years at the time of the exam in May 2005.

2nd-, 3rd-, and 4th- Year Student Science Results

Percent of Cohort Students at each Performance Level 2005-06 State Assessments Results: Grades 3-6 Combined			
2005-06 Assessment	Level 3 & 4	Target Percentage Proficient	Goal Met
Science Assessments: 2 nd /3 rd Year Students	Data embargoed	Data embargoed	Data embargoed

c. Evaluation

The State science assessment was administered in April 2006; however, assessment results are not yet available. BUCS will update the annual report when the data become available.

d. Further Evidence

The State science assessment was administered in April 2006; however, assessment results are not yet available. BUCS will update the annual report when the data become available.

2. Comparative Measure

Each year, the percentage of all Buffalo United students at Levels 3 and 4 on the New York State science assessment will exceed the following public schools (all identified as in the same similar school comparison group):

- PS #11
- PS #17
- PS #63

The percentage of all Buffalo United students at Levels 3 and 4 will also exceed that of the Buffalo City School District. The results were based on fourth grade students.

a. Method

The purpose of the comparative measure is to illustrate that Buffalo United science instruction enables its students to achieve at a level equal to or greater than similar schools. Three Buffalo public schools and the Buffalo City School District are used for comparison. The selection of the comparison schools was made in conjunction with CSI.

Baseline data were established during the 2003-04 school year and serves as the basis for measuring progress toward the measure. Fourth grade students complete the science exam on an annual basis in the spring.

b. Results

The State science assessment was administered in April 2006; however, assessment results are not yet available. BUCS will update the annual report when the data become available.

**State Science Results
Percentage of Students at Levels 3 and 4**

School	2003-04 Grade 4	2004-05 Grade 4	2005-06 Grade 4
PS#11	71.0%	82.0%	n/a
PS#17	62.0%	43.0%	n/a
PS#63	60.0%	n/a	n/a
Buffalo City School District	67.0%	63.0%	n/a
BUCS	73.0%	85.0%	n/a

Note: PS #63 closed in 2004 and data is no longer available for this school.

c. Evaluation

The State science assessment was administered in April 2006; however, assessment results are not yet available. BUCS will update the annual report when the data become available.

d. Further Evidence

The State science assessment was administered in April 2006; however, assessment results are not yet available. BUCS will update the annual report when the data become available.

Goal Four: Students will be proficient in social studies.

A. Findings

1. Absolute Measure

For the 2003-04 and 2004-05 school years, 75% of fourth graders who have been enrolled at Buffalo United for two or more years will perform at or above a Level 3 on the New York State social studies assessment.

For the 2005-06 and 2006-07 school years, 60% of second-year students, 70% of third-year students, and 75% of fourth-year students enrolled at Buffalo United will perform at or above a Level 3 on the New York State social studies assessment.

a. Method

Baseline data were established during the 2003-04 school year and serves as the basis for measuring progress toward the absolute measure. Fifth grade students complete the social studies exam on an annual basis in the fall.

b. Results

The State social studies assessment was administered in November 2005; however, assessment results have not yet been publicly released. BUCS will update the annual report when the data is released.

5th Grade State Social Studies Results

School Year	Student Cohort	Total Enrolled	Total Tested	Level 1		Level 2		Level 3		Level 4		Level 3 and 4	
				#	%	#	%	#	%	#	%	#	%
2003-04*	2+ Year Cohort	-	-	-	-	-	-	-	-	-	-	-	-
2004-05	2+ Year Cohort	34	31	4	12.90%	6	19.35%	15	48.39%	6	19.35%	21	67.74%

*No cohort data available in the 2003-04 school year because this was BUCS's first year of operation.

**A 2+ year cohort is not available. BUCS opened in fall 2003; therefore the data contained in this table represents students continuously enrolled for 1.3 years at the time of the exam in November 2004.

2nd-, 3rd-, and 4th- Year Student Social Studies Results

Percent of Cohort Students at each Performance Level 2005-06 State Assessments Results: Grades 3-6 Combined			
2005-06 Assessment	Level 3 & 4	Target Percentage Proficient	Goal Met
Social Studies Assessments: 2 nd /3 rd Year Students	Data embargoed	Data embargoed	Data embargoed

c. Evaluation

The State social studies assessment was administered in November 2005; however, assessment results have not yet been publicly released. BUCS will update the annual report when the data is released.

d. Further Evidence

The State social studies assessment was administered in November 2005; however, assessment results have not yet been publicly released. BUCS will update the annual report when the data is released.

2. Comparative Measure

Each year, the percentage of all Buffalo United students at Levels 3 and 4 on the New York State social studies assessment will exceed the following public schools (all identified as in the same similar school comparison group):

- PS #11
- PS #17
- PS #63

The percentage of all Buffalo United students at Levels 3 and 4 will also exceed that of the Buffalo City School District. The results will be based on fifth grade students.

a. Method

The purpose of the comparative measure is to illustrate that Buffalo United social studies instruction enables its students to achieve at a level equal to or greater than similar schools. Three Buffalo public schools and the Buffalo School District are used for comparison. The selection of the comparison schools was made in conjunction with CSI.

Baseline data were established during the 2004-05 school year and serves as the basis for measuring progress toward the measure. Fifth grade students complete the social studies exam on an annual basis in the spring.

b. Results

The State social studies assessment was administered in November 2005; however, assessment results have not yet been publicly released. BUCS will update the annual report when the data is released.

**State Social Studies Results
Percentage of Students at Levels 3 and 4**

School	2003-04 Grade 5	2004-05 Grade 5	2005-06 Grade 5
PS#11	n/a	n/a	n/a
PS#17	n/a	n/a	n/a
PS#63	37.0%	n/a	n/a
Buffalo City School District	50.0%	47.0%	n/a
BUCS	n/a	62.0%	n/a

Note: PS#11 and #17 are K-4 schools and, therefore, don't administer a grade 5 social studies exam. BUCS was a K-4 school in the 2003-04 school year and, therefore, did not administer a grade 5 social studies exam. Additionally, PS #63 closed in 2004 and data is no longer available for this school.

c. Evaluation

The State social studies assessment was administered in November 2005; however, assessment results have not yet been publicly released. BUCS will update the annual report when the data is released.

d. Further Evidence

The State social studies assessment was administered in November 2005; however, assessment results have not yet been publicly released. BUCS will update the annual report when the data is released.

II. ORGANIZATIONAL ACCOUNTABILITY PLAN OUTCOMES

Goal One: Buffalo United will demonstrate demand for its educational program.

A. Findings

1. Enrollment Measure

Buffalo United measured enrollment levels in the fall and spring, as well as at the close of the school year, to ensure the school meets or exceeds target enrollment rates as outlined below:

Year One: 220
Year Two: 340
Year Three: 440
Year Four: 540
Year Five: 640

a. Method

In addition to a fall and a spring count, bi-monthly counts have taken place since the first year of operation in 2003. The data were compared to the projected enrollment outlined in the school's Accountability Plan.

b. Results

School Year	Actual Enrollment	Enrollment Goal
2003-04	237	220
2004-05	395	340
2005-06	412	440

c. Evaluation

Goal not met. Buffalo United's enrollment for the 2005-06 school year was 412 students.

d. Further Evidence

Buffalo United has recently employed the services of an Admissions Specialist to support the school's enrollment goals. Since the addition of the Admissions Specialist, Buffalo United has seen an increase in applications for enrollment. As of July 20, 2006, the school had received 235 new applications for admission.

2. Waiting List Measure

Buffalo United will maintain a waiting list that reflects at least 15% of the total average enrollment. The waiting list will be measured in the fall and spring, as well as at the close of the school year.

a. Method

The school maintained a waiting list that was implemented during the student admission lottery conducted annually in the spring. After the lottery, applicants were added to the waiting list in the order in which they were received.

b. Results

As of October 20, 2005, the school had a waiting list of 2 students.
As of March 23, 2006, the school had a waiting list of 40 students.
As of June 15, 2006 the school had a waiting list of 55 students.

c. Evaluation

Goal not met. Buffalo United's average waiting list in the 2005-06 school year was 8%.

d. Further Evidence

Buffalo United has recently employed the services of an Admissions Specialist to support the school's enrollment goals. Since the addition of the Admissions Specialist, Buffalo United has seen an increase in applications for enrollment. As of July 20, 2006, the school had received 235 new applications for admission.

3. Student Turnover Measure

Buffalo United will maintain less than a 15% average student turnover rate (excluding parents who move from their principal residence), as measured in the fall for the prior school year. Additionally, the turnover rate will be measured in the spring and at the close of the school year.

a. Method

In addition to a fall and a spring count, bi-monthly counts have taken place since the first year of operation in 2003. Exit surveys were conducted to determine the reasons for withdrawal.

b. Results

During the school year, 89 students left the school. Thus, the average student attrition rate was 21%. Of the 14 exit surveys returned, 7 students withdrew for reasons related to parents moving from their principal residence. Excluding parents who moved from their principal residence, the turnover rate for 2005-06 school year was 19.9%.

c. Evaluation

Goal not met. BUCS's student turnover rate for the 2005-06 school year was 19.9%.

d. Further Evidence

None.

Goal Two: Students will show an incremental increase in average daily attendance.

A. Findings

1. Comparison Group Measure

Each year, the average percentage of attendance for all Buffalo United students will meet and/or exceed the following public schools (all identified as a similar school comparison group):

- PS #11
- PS #17
- PS #63

The average percentage of attendance for all Buffalo United students will also exceed that of Buffalo City School District.

a. Method

Attendance is taken daily by teachers and reported to the school office where it is collected and tabulated. The average daily attendance rate for the entire school year is used in this report.

b. Results

The 2005-06 school year attendance data are not yet available for the comparison group. BUCS will update the annual report when the data become available.

School Name	2003-04	2004-05	2005-06
PS #11	84.4%	88.5%	n/a
PS #17	92.1%	91.8%	n/a
PS #63	n/a	n/a	n/a
Buffalo City Schools	90.5%	n/a	n/a
Buffalo United	93.2%	95.6%	93.4%

Note: PS #63 closed in 2004 and data is not available. Additionally, 2004-05 attendance data has not yet been published for the Buffalo City School District, as well as 2005-06 data for all comparison schools. BUCS will update the annual report as soon as the data become available.

c. Evaluation

2005-06 comparison attendance data are not yet available. BUCS will update the annual report when the data become available.

d. Further Evidence

None.

2. Average Attendance Measure

Buffalo United's average attendance rate will improve at an increasing rate each year until 93% attendance is achieved:

- Year One: 90%
- Year Two: 92%
- Year Three: 93%
- Year Four: 93%
- Year Five: 93%

a. Method

Attendance is taken daily by teachers and reported to the school office where it is collected and tabulated. The average daily attendance rate for the entire school year is used in this report.

b. Results

For the 2005-06 school year, Buffalo United achieved an average attendance rate of 93.36%.

c. Evaluation

Goal met. Buffalo United met the attendance goal of 93% by averaging an annual attendance rate of 93.36% in the 2005-06 school year.

d. Further Evidence

None.

Goal Three: Buffalo United will properly manage and govern the school.

A. Findings

1. Unqualified Audit Measure

Buffalo United will employ a certified independent public accounting firm to perform an annual audit of the financial statements, which is indicative of sound financial management. The audited financial statements and audit opinion will be submitted to CSI the New York State Education Department (SED).

a. Method

The Board of Trustees contracted with Deloitte and Touche, LLP, a certified public accounting firm, to audit the school's financial

information. Copies of the financial statements were provided to both CSI and SED.

b. Results

An audit conducted by Deloitte and Touche LLP stated, “We noted no matters involving the internal control over financial reporting and its operation that we consider to be a material weakness.”

c. Evaluation

Goal met. The audit resulted in evidence of satisfactory financial management and reporting.

d. Further Evidence

None.

2. Positive Fund Balance Measure

Buffalo United will meet or exceed annual budget targets each fiscal year. Budgets will be submitted annually to CSI and SED.

a. Method

The Board approved a proposed budget and submitted the budget annually to both SED and CSI.

b. Results

The school successfully managed its budget and completed the school year with a positive fund balance.

c. Evaluation

Goal met. The Board reviewed and approved a fiscal budget that compared the school’s expenditures to the proposed budget. The school had a balanced cash flow throughout the year.

d. Further Evidence

None.

3. Reporting Deadlines Measure

Buffalo United will meet all deadlines for federal, state, and local reporting requirements, including (but not limited to) an Annual Report and Accountability Progress Report.

a. Method

Buffalo United complied with CSI and SED reporting guidelines in submitting reports.

b. Results

All necessary federal, state, and local reports were filed on-time, according to the due date provided to the school.

c. Evaluation

Goal met. The school met the requirements of the reporting guidelines as published by federal, state and local authorities.

d. Further Evidence

None.

Goal Four: Buffalo United will achieve a high rate of parent satisfaction, as measured on an annual basis.

A. Findings

1. Parent Satisfaction Measure

A parent survey will be conducted on at least an annual basis. Baseline data will be established in school year 2003-04. Progress will be measured at least annually to ensure the school meets or exceeds an overall parent satisfaction rate of 90% by the 2006-07 school year with at least 75% of the parents responding.

a. Method

Buffalo United conducts a parent survey annually in the spring. In 2004, the survey was conducted via a form process with a move to an automated telephone survey in 2005 and 2006.

b. Results

In school year 2005-06 the response rate was 50%, with an overall satisfaction rate of 89%.

c. Evaluation

Goal not met. Buffalo United did not meet the goal of 90% overall parent satisfaction goal and 75% response rate goal.

d. Further Evidence

None.

III. ADDITIONAL ACCOUNTABILITY PLAN OUTCOMES

Goal One: Buffalo United will provide all students with a character development program that is incorporated into daily instruction.

A. Findings

1. Character Development Measure

The school's character development program has been developed to equip students with a moral foundation by studying key virtues (prudence, temperance, fortitude, and justice) as well as studying the heroes (e.g. Abraham Lincoln) who exemplify them. Progress will be measured via a parent survey at least annually to ensure the school meets or exceeds an overall parent satisfaction rate of 90% by the 2006-07 school year.

a. Method

A parent survey is conducted on an annual basis in the spring. For the 2004-05 and 2005-06 academic year a parent telephone survey was conducted in spring 2005. The survey measures parent responses to the following question: "My child's school delivers on its promise of moral guidance."

b. Results

In school year 2005-06, parent's reported an 88% overall satisfaction rate with the school's moral guidance program.

c. Evaluation

Goal not met. Buffalo United did not meet the goal of 90% overall parent satisfaction with the school's moral guidance program.

d. Further Evidence

Baseline data were established in the 2003-04 school year with a 92% satisfaction rate to the statement: My child's school delivers on its promise of moral guidance. School year 2004-05 reported a 95% satisfaction rate to the same statement, and 88% in the 2005-06 school year.

2. Wrap-Around Program Measure

Buffalo United will work with a Community Care Program to provide a complete "wrap around" (evening care) program for eligible students.

a. Method

Buffalo United offered wrap around services to provide social and educational activities to its students before and after school hours. A student roster will measure participation in the "wrap around" program.

b. Results

School year 2005-06: The wrap around program had an enrollment of 106 students out of 412 attending Buffalo United. This "wrap around" educational service accounts for 26% of the student population.

School year 2004-05: The wrap around program had an enrollment of 110 students out of 387 attending Buffalo United. This "wrap around" educational service accounts for 28% of the student population.

School year 2003-04: The wrap around program had an enrollment of 185 students out of 238 students attending Buffalo United. This "wrap around" educational service accounts for 77.7% of the student population.

c. Evaluation

Goal met. Buffalo United successfully implemented a wrap around program in the 2005-06 school year.

d. Further evidence

None.

IV. LEGAL COMPLIANCE

Buffalo United has generally complied with applicable laws, rules, regulations, and the school’s adopted bylaws. The school’s Board of Trustees retains independent legal counsel to assist with compliance. Further, Buffalo United has maintained effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met. The school was, however, put on probation during the 2005-06 school year for failing to provide evidence that it had completed criminal background checks on all school employees, and for not providing alternate instruction for suspended students. The school worked with its counsel to improve policies and procedures and ensure compliance in these areas. The probation order has since been lifted.

V. FISCAL SOUNDNESS: BUDGETING

Original Budget Amount	\$4,630,435
Final Revised Budget Amount	\$4,105,052
Date Revised:	November 15, 2005
Actual Revenue	\$4,305,416
Actual Expenses	\$4,298,774
Change in balance FY06	\$6,642

(see financial attachments)

VI. FISCAL SOUNDNESS: FINANCIAL CONDITION

The school will have a balanced budget, expenditures will not exceed revenues, and a positive fund balance will be maintained. A quarterly review of budget to actual is performed at least annually by the Board of Trustees to ensure a positive financial position.

VII. FISCAL SOUNDNESS: INTERNAL CONTROLS AND COMPLIANCE

The Board of Trustees contracted with Deloitte and Touche, LLP, a certified public accounting firm, to audit the school’s financial information, controls, and compliance. Copies of the financial statements were provided to both CSI and SED. An internal control or compliance deficiency has not been identified by any entity for Buffalo United.

VIII. SUMMARY

Buffalo United Charter School (“Buffalo United” or “BUCS”) was initially chartered by The State University of New York Trustees in July 2002. It was subsequently approved by the Board of Regents in September of that year. The school began operation in fall 2003, after taking an initial planning year, and served 237 students in grades K-4. BUCS added one grade level per

year, as outlined in its initial charter; it now operates as a K-7 school and currently serves 490 students.

The school is located at 325 Manhattan Avenue. The school facility provides ample room for all of the school's classrooms, a library, a gymnasium, a technology center, and office space, and also provides a parent-room – an area set-aside for parent use – for school families. A facility addition was completed in 2006 in order to accommodate the school's expansion to include seventh grade in 2006-07 and eighth grade in school year 2007-08.

Mission and Educational Focus

Buffalo United has been continually guided by its mission, which states that the school *will 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 our students.*

BUCS has and will continue to focus on high academic achievement for all students. The school is working to ensure that its curriculum remains challenging and rigorous, and it strives to provide all students with the learning opportunities they need to demonstrate content-area mastery in the core subjects of English Language Arts, mathematics, science, and social studies. While BUCS is focused on these core content-areas, the school also works to ensure a well rounded education for each child by providing instruction in music, art, and physical education. BUCS incorporates a moral focus into the academic program and works to build strong moral character through a focus on family, community, and leadership.

While the academic focus of BUCS has remained consistent, the school has undergone a strategic shift during the initial term of its charter. Specifically, the school is working to transition from the teaching of a particular curricular program to instruction using program materials as part of an effort to ensure that the New York State Learning Standards are met by all BUCS students.

Continuous Improvement

Throughout its existence, BUCS has been designated as a “School in Good Standing” by the New York State Education Department. While the school has received this designation, the school's Board of Trustees (the “Board”) has been guided by CSI's 2nd and 3rd year site visit reports and recognizes the need to implement changes at the school to continue improving student academic performance at Buffalo United. As part of its improvement efforts, the school has worked to: 1) ensure that the school's data and reporting structures are improved; 2) ensure that the school's progress reports are accurate and complete; 3) improve the differentiation of instruction in its classrooms; 4) further align the curriculum to the New York State Learning Standards; 5) improve its writing program; and 6) improve professional development opportunities for teachers with respect to the use of data to drive classroom instruction. These efforts will continue throughout the short-term planning year renewal and the Board is hopeful that these actions will contribute to the future success of the school.

While the Board has been working with school leadership to improve student performance at the school, there is much work yet to be done to ensure that all BUCS students demonstrate proficiency on the New York State Assessments. The table below illustrates recent aggregate performance of BUCS students on the New York State Assessments in English Language Arts, math, science, and social studies.

Percent of BUCS Students Performing At or Above Level 3 on NYS Assessments				
Assessment	2003-04	2004-05	Introduction of New State Testing System	2005-06
ELA Assessments	40.8% <i>n</i> = 20 4 th Grade	68.0% <i>n</i> = 34 4 th Grade		38.8% <i>n</i> = 85 3 rd -6 th Grade
Mathematics Assessments	76.0% <i>n</i> = 38 4 th Grade	74.0% <i>n</i> = 37 4 th Grade		56.0% <i>n</i> = 117 3 rd -6 th Grade
Science Assessments	73.5% <i>n</i> = 36 4 th Grade	85.4% <i>n</i> = 41 4 th Grade		Data embargoed
Social Studies Assessments	n/a	62.0% <i>n</i> = 31 5 th Grade		Data embargoed

Note: As the state introduced a new testing system in 2005-06, test results are not necessarily comparable between previous years and 2005-06. Assessment scores from 2005-06 will serve as the new baseline for future academic progress measures.

The Board is pleased with student performance when compared with like schools. Although comparative data is not yet available for the 2005-06 school year, where data is available it is clear that BUCS students have outperformed its comparison schools in ELA and mathematics.

Organizational Viability

Buffalo United’s Board has effectively governed the school since its inception. While the Board has met organizational challenges, it has worked proactively to make certain the school remains faithful to its mission.

The Board has demonstrated effective governance throughout the school’s initial charter by successfully providing oversight of and direction to the school. This is especially evident by the Board’s leadership during periods of transition and vacancy relating to the position of principal. While these transition periods have been difficult, the Board believes that the changes have been necessary to provide high quality education to Buffalo United students. The Board continues to actively seek a permanent principal for the school. In the interim, however, the Board has maintained a stable leadership team and ensured that the school’s organizational structure and resources are appropriately aligned to meet the changing demands and academic needs of its students.

BUCS continues to be a viable school choice for families and students within its community. Throughout the term of its charter BUCS has maintained steady overall enrollment. As of August 2006, the school had a waiting list of 71 students.

BUCS is fiscally sound. Independent fiscal audits of the school are conducted each year by a New York State-certified public accountant. The audits are conducted in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in government auditing standards issued by the Comptroller General of the United States. All audits have been favorable and have demonstrated the school's strong financial controls. The school's budgets have been consistently balanced and reflect the school's priorities to focus resources on its instructional program.

IX. ACTION PLAN

Buffalo United is implementing strategies to better meet the needs of each student. Two major priorities for the 2006-2007 school year will be a focus on instructional quality in every classroom and the use of data to drive instruction and effectively measure and report student academic performance.

Student Academic Performance Data

Buffalo United has created a new position – Data Specialist – to coordinate data collection and reporting procedures to allow the school to monitor progress toward the school goals and measures, as outlined in the school's Accountability Plan. The Data Specialist will also support the Principal in drafting, and analyzing, progress reports based on student assessment data relating to performance measures specified in the Accountability Plan.

Buffalo United also is contracting with **Erie 1 Board Of Cooperative Educational Services (BOCES)** in the 2006-2007 school year for training and access to the state assessment data warehouse; thereby, providing BUCS staff access to extract student-level item analysis details on state assessment data. Additionally, BOCES will provide school staff with training on data extraction and analysis in August 2006. Buffalo United will use these services to further drive instructional improvements in the classroom.

Instructional Quality

BUCS will be working to maintain and improve upon the quality of its instructional staff in the 2006-2007 school year. Since teacher quality is a primary contributor to student attainment, the school will intentionally focus on developing the quality of instruction throughout the school. Accordingly, the school has created two new positions – Reading Specialist and New Teacher Coach – to help achieve this goal.

The Reading Specialist will support teachers in developing specific instructional strategies to identify, target and address student needs. The Reading Specialist also will work directly with certain students requiring additional instructional time. Finally, the Reading Specialist will aid the classroom teacher when additional instructional support is necessary for students to maintain appropriate levels of growth and meet challenging State standards.

The New Teacher Coach will exclusively serve and support teachers who are in the first three years of their professional teaching career, and will work to develop and promote instructional quality. This position is purposely dedicated to supporting novice teachers to serve in a mentor role and provide sustained feedback on lessons and instruction, and model lessons for teachers.