

Accountability Plan Progress Reports for the 2007-08 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the 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 an Accountability Plan**, which ultimately becomes part of its charter.

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

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

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

Buffalo United Charter School

2007-08 Accountability Plan Progress Report

8/1/2008

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Buffalo United Charter School 2007-08 Accountability Plan Progress Report

Ms. Tammy Messmer prepared this 2007-08 Accountability Plan Progress Report on behalf of the school's board of trustees:

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

Introduction

Buffalo United Charter School ("Buffalo United") was initially chartered by The State University of New York Trustees in July 2002. It was subsequently approved by the New York State Board of Regents in September of that year. After taking an initial planning year, the school began operation in fall 2003 serving 234 students in grades K-4. Buffalo United added one grade level per year, as outlined in its initial charter. This past fall, Buffalo United added 8th grade, thus reaching its peak grade level. The school served 578 students during the 2007-08 school year. Buffalo United recently received a three-year renewal charter from The State University of New York Trustees beginning this fall.

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

Buffalo United has improved its performance over the course of its initial charter. Following are some highlights in regards to the school's performance:

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

Buffalo United's student body is comprised of 98% black, 1.5% Hispanic, and .5% White or Indian. Ninety percent of the students attending Buffalo United qualified for the National School Lunch Program.

The mission of Buffalo United is to:

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2003-04	39	50	46	49	50					234
2004-05	72	68	73	65	50	49				377
2005-06	64	67	73	61	54	45	48			412
2006-07	50	70	75	67	67	50	45	45		469
2007-08	62	67	75	72	79	76	48	50	49	578

Note: Enrollment for years 2003-04 through 2006-07 is based on enrollment at the end of the school year. Enrollment for 2007-08 is based on the enrollment submitted on the BEDS report on October 1, 2007.

English Language Arts

GOAL: Students will be proficient in Language Arts.

Background

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

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

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

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

- I. Absolute Measure:** Each year, seventy-five percent (75%) of third through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) ELA assessment.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in January 2008. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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

2007-08 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested			Total Enrolled*
		IEP	ELL	Absent	
3	74	0	0	0	74
4	72	0	0	0	72
5	74	0	0	0	74
6	48	0	0	0	48
7	50	0	0	0	50
8	43	0	0	0	43
All	361	0	0	0	361

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

Results

Overall, Buffalo United had 65% of students in at least their second year perform at Levels 3 or 4. Grades 3, 5 and 6, however, had 75% or higher of its second year students perform at Level 3 or above.

Charter School Performance on 2007-08 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	3%	25%	68%	4%	72%	74
	Students in At Least 2 nd Year	2%	21%	71%	6%	77%	52
4	All Students	10%	33%	57%	0%	57%	72
	Students in At Least 2 nd Year	11%	35%	54%	0%	54%	56
5	All Students	1%	12%	87%	0%	87%	74
	Students in At Least 2 nd Year	2%	14%	84%	0%	84%	49
6	All Students	0%	25%	67%	8%	75%	48
	Students in At Least 2 nd Year	0%	25%	67%	8%	75%	39
7	All Students	0%	52%	48%	0%	48%	50
	Students in At Least 2 nd Year	0%	54%	46%	0%	46%	35
8	All Students	2%	51%	42%	5%	47%	43
	Students in At Least 2 nd Year	3%	56%	38%	3%	41%	32
All	All Students	3%	31%	63%	3%	66%	361
	Students in At Least 2nd Year	3%	32%	62%	3%	65%	263

Evaluation

Buffalo United did not meet this measure. As an aggregate, 65% of students enrolled in their second year performed at Level 3 or above. Buffalo United did not meet the measure by ten percentage points. Notably, grades 3, 5, and 6 had over 75% of its second year students perform at or above Level 3.

Additional Evidence

While Buffalo United did not meet this measure, the school has seen improvements over the course of its charter. Most notably, the percentage of students performing at Level 3 or above in 2006-07 was 45%. The school increased this to 65% in 2007-08, increasing the percentage of students identified as proficient by twenty percentage points.

English Language Arts Performance by Grade Level and School Year

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

- II. Absolute Measure:** Each year, the school's aggregate Performance Index on the NYSTP ELA assessment will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2007-08 is 133. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

During the 2007-08 school year, only 3% of students in grades 3-8 performed at Level 1 on the English language arts exam. A majority of the students (66%), performed at Levels 3 and 4. Buffalo United's Performance Index for 2007-08 was 163. The school, therefore, exceeded the English language arts AMO of 133.

Calculation of 2007-08 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	3%	31%	63%	3%	361

Evaluation

Buffalo United met the measure of exceeding the State's AMO of 133. The school's PI was 163, exceeding the goal by 30 points.

Additional Evidence

Buffalo United met the State's AMO in 2005-06; the school exceeded the State's AMO in 2006-07 by 14 points; and in 2007-08, the school exceeded the State's AMO by 30 points.

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

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

- III. Comparative Measure:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State English language arts Exam will be greater than that of all students in the same tested grades in the local school district.

Method

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

Results

The percentage of students enrolled in at least their second year performing at Level 3 or above was 65% for Buffalo United; the percentage of students attending Buffalo City Public Schools performing at or above Level 3 was 42%. Buffalo United outperformed Buffalo City Public Schools as an aggregate as well as at each grade level.

**2007-08 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	77%	52	47%	2473
4	54%	56	42%	2311
5	84%	49	53%	2257
6	75%	39	44%	2388
7	46%	35	44%	2546
8	41%	32	28%	2782
All	65%	263	42%	14757

Evaluation

Buffalo United met the comparative measure. The school exceeded Buffalo City's aggregate performance by 23 percentage points. Most notably, grade 5 and 6 students enrolled in their second year performed at or above Level 3, outperforming the District's grade 5 and 6 students by 31 percentage points in each grade.

Additional Evidence

Buffalo United has met this measure each year. The percentage point difference, however, has increased since the 2006-07. In 2006-07 the percentage of students performing at Level 3 or above was greater than the district by 10 percentage points. This year, the percentage of students enrolled in at least their second year performing at Level 3 or above was greater than the district by 23 percentage points.

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

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

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

Results

Buffalo United achieved an Effect Size of -0.14. Their Effect Size was about the same as expected. Grade 5, however, exceeded its predicted performance level by 24.3 percentage points, achieving an Effect Size of 1.66.

2007-08 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3 & 4		Difference Between Actual and Predicted	Effect Size
			Actual	Predicted		
3		69	40.6	50.0	-9.4	-0.65
4		67	46.3	50.4	-4.1	-0.27
5		51	74.5	50.2	24.3	1.66
6		46	28.3	42.0	-13.8	-0.81
7		46	28.3	36.0	-7.8	-0.48
All	78.7	279	44.1	46.5	-2.4	-0.14

School's Overall Comparative Performance:
<i>About the same as expected</i>

Evaluation

Buffalo United did not meet this measure. The school's Effect Size was -0.14.

Additional Evidence

Buffalo United's has narrowed the gap between the predicted level and the actual level each year. In 2005-06, the Effect Size was -0.44, and in 2006-07 the Effect Size was -0.14. Thus demonstrating an improvement over the previous year.

English Language Arts Comparative Performance by School Year

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

- V. **Value-Added Measure:** Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and seventy-five percent (75%) at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds seventy-five percent (75%) at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

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Results

Buffalo United had 6 cohorts; of the 6 cohorts tested, 2 cohorts achieved their target. Importantly, the aggregate of all cohorts achieved its target.

Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	53	43%	59%	57%	No
5	47	40%	57%	85%	Yes
6	37	76%	77%	76%	No
7	32	28%	51%	44%	No
8	33	36%	55%	39%	No
All	202	45%	60%	62%	Yes

Evaluation

Buffalo United did not meet this measure. Two of the six cohorts tested achieved their target, with one of them being the aggregate cohort. While four cohorts did not meet their measure, grades 4 and 7 made marked improvements.

Additional Evidence

Buffalo United's cohort of students performing at or above Level 3 on the ELA exam have improved since 2006-07. In 2006-07, only one cohort (20%) met its target; in 2007-08 two cohorts (33%) met their targets.

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

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

Summary of the English Language Arts Goal

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

Buffalo United did not meet its first absolute measure; however, 65% of students enrolled in their second year performed at or above Level 3, a 20 percentage point increase over the prior year. Buffalo United did meet its second absolute measure of exceeding the State's AMO. The school met its first comparative measure of outperforming the local district, but the school did not meet its second comparative measure. Additionally, the school did not meet its value-added measure.

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

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

Action Plan

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

Grade Level	Area of Focus	Action Plan
Kindergarten	Phonics	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Phonics. 2: Use strategies within Open Court to enhance Phonics skills. 3: Use paraprofessionals to work with small groups of students during instructional and/or workshop time.
1st Grade	Writing	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Writing. 2: Use strategies within Open Court and Lucy Caulkins to enhance Writing skills. 3: Use paraprofessionals to work with small groups of students during instructional and/or workshop time on writing skills.
2nd Grade	Competencies	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Competencies. 2: Use strategies within Open Court to enhance Competencies skills. 3: Use paraprofessionals to work with small groups of students during instructional and/or workshop time.
3rd Grade	Information/Understanding	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Information/Understanding. 2: Use strategies within Open Court to enhance Information/Understanding skills. 3: Use paraprofessionals to work with small groups of students during instructional and/or workshop time. 4: Utilize Study Island to enhance Information/Understanding skills.
4th Grade	Information/Understanding	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Information/Understanding. 2: Use strategies within Open Court to enhance Information/Understanding skills. 3: Use paraprofessionals to work with small groups of students during instructional and/or workshop time. 4: Utilize Study Island to enhance Information/Understanding skills.
5th Grade	Competencies	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Competencies. 2: Use strategies within Open Court to enhance Competencies skills. 3: Use paraprofessionals to work with small groups of students during instructional and/or workshop time.

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6th Grade	Information/ Understanding	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Phonics. 2: Use strategies within McDougal Littell to enhance Phonics skills. 3: Use paraprofessionals to work with small groups of students during instructional and/or workshop time.
7th Grade	Analysis and Evaluation	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Measurement 2: Utilize hands-on learning experiences including math manipulatives to reinforce Measurement. 3: Use paraprofessionals to work with small groups of students during math instruction. 4: Utilize access to computers for interactive lessons on websites. 5: Use real – life examples to apply to Statistics & Probability. 6: Differentiate by ability/interests in order to teach each student.
8th Grade	Competencies	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Competencies. 2: Use strategies within McDougal Littell to enhance Competencies skills. 3: Use paraprofessionals to work with small groups of students during instructional and/or workshop time.

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

Mathematics

GOAL: Students will be proficient in Mathematics.

Background

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

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

- I. Absolute Measure:** Each year, seventy-five percent (75%) of third through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) Mathematics assessment.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in January 2008. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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

**2007-08 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled*
		IEP	ELL	Absent	
3	76	0	0	1	77
4	71	0	0	0	71
5	74	0	0	0	74
6	47	0	0	0	47
7	49	0	0	0	49
8	43	0	0	0	43
All	360	0	0	1	361

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

Results

All students and students enrolled in at least their second year at Buffalo United performed above 75% on the math exam, thus meeting the measure. The composite score for all grades

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was 89% of students performing at Level 3 or 4.

Charter School Performance on 2007-08 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	1%	11%	72%	16%	88%	76
	Students in At Least 2 nd Year	0%	12%	69%	19%	88%	52
4	All Students	0%	4%	68%	28%	96%	71
	Students in At Least 2 nd Year	0%	2%	68%	30%	98%	56
5	All Students	0%	4%	53%	43%	96%	74
	Students in At Least 2 nd Year	0%	2%	51%	47%	98%	49
6	All Students	2%	13%	40%	45%	85%	47
	Students in At Least 2 nd Year	3%	13%	37%	47%	84%	38
7	All Students	0%	20%	51%	29%	80%	49
	Students in At Least 2 nd Year	0%	20%	51%	29%	80%	35
8	All Students	2%	19%	70%	9%	79%	43
	Students in At Least 2 nd Year	3%	22%	66%	9%	75%	32
All	All Students	1%	10%	60%	29%	89%	360
	Students in At Least 2 nd Year	1%	10%	58%	31%	89%	262

Evaluation

Buffalo United met the absolute measure of having 75% of students enrolled in at least their second year perform at or above Level 3 on the math exam. Buffalo United not only met the goal, but the students exceeded the goal by 14 percentage points.

Additional Evidence

Buffalo united has seen improvements since the new state testing system was introduced in 2005-06. Since that time, the school has increased the percentage of second year students performing at or above Level 3 by 35 percentage points.

Mathematics Performance by Grade Level and School Year

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

- II. **Absolute Measure:** Each year, the school's aggregate Performance Index on the NYSTP Mathematics assessment will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.

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Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's mathematics AMO, which for 2007-08 is 102. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

Buffalo United had all but 11% of its students perform at Level 3 or 4. Only 1% of the student body performed at Level 1.

Calculation of 2007-08 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	1%	10%	60%	29%	360

Evaluation

Buffalo United met this measure. The school's PI for 2007-08 was 188, exceeding the AMO by 86 points.

Additional Evidence

Buffalo United has exceeded the State's AMO each year since 2005-006. Most notably, the percentage of students performing at Level 4 has increased more than 100% since 2005-06. Also, the percentage of students performing at Levels 3 and 4 has increased since 2006-07.

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

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

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

Method

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

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in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

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

2007-08 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	88%	52	66%	2534
4	98%	56	53%	2350
5	98%	49	50%	2323
6	84%	38	49%	2456
7	80%	35	50%	2598
8	75%	32	34%	2813
All	89%	262	50%	2534

Evaluation

Buffalo United met this measure. In every grade, the percentage of second year students performing at Level 3 or above was higher than that of the local district. The school exceeded the local district as an aggregate by 39 percentage points.

Additional Evidence

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

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

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

- IV. **Comparative Measure:** Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

Results

Buffalo United's students performed better than predicted in every grade and as a composite on the math assessment. The school's predicted performance level was 62.8; their actual performance level was 84.7, thus performing better than expected to a large degree. The aggregate Effect Size for Buffalo United for 2006-07 was 1.20.

2007-08 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3 & 4		Difference Between Actual and Predicted	Effect Size
			Actual	Predicted		
3		67	89.6	75.8	13.8	0.92
4		66	90.9	67.5	23.4	1.47
5		51	82.4	62.6	19.8	1.03
6		45	88.9	54.9	34.0	1.61
7		46	67.4	45.3	22.1	1.04
All	78.7	275	84.7	62.8	21.9	1.20

School's Overall Comparative Performance:

Higher than expected to a large degree

Evaluation

Buffalo United met this measure. As an aggregate, the school performed higher than expected to a large degree. The goal was to have an aggregate Effect Size that exceeded 0.3; the school's Effect Size was 1.20. Each grade exceeded their predicted level; the school as an aggregate exceeded their predicted level by 21.9 points.

Additional Evidence

Buffalo United increased its Effect Size from the 2005-06 to 2006-07 school year. In 2005-06, the school's Effect Size was smaller than 0.3, thus the school did not meet the measure. The school increased its Effect Size by 1.14.

Mathematics Comparative Performance by School Year

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

- V. **Value-Added Measure:** Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Mathematics exam and seventy-five percent (75%) at or above Level 3 on the current year's State Mathematics exam. If a grade-level cohort exceeds seventy-five percent (75%) at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Four of the six cohorts achieved their target scores. While two cohorts did not achieve their target scores, more than 75% of the students performed at Level 3 or 4. The aggregate of all cohorts met their target of 88%. In fact, they exceeded their target by 2 percentage points.

Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	53	87%	88%	98%	Yes
5	47	94%	95%	98%	Yes
6	38	82%	83%	87%	Yes
7	32	94%	95%	81%	No
8	33	79%	80%	76%	No
All	203	87%	88%	90%	Yes

Evaluation

Buffalo United did not meet this measure. Four of the six cohorts achieved their target. All of the cohorts, however, had 75% or more of its students perform at Level 3 or 4.

Additional Evidence

Buffalo United had 4 cohorts meet its target in both 2006-07 and 2007-08. As in 2007-08, the 1 cohort that did not meet its target still had over 75% (80%) of its second year student perform at Level 3 or above.

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

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

Summary of the Mathematics Goal

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

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

Action Plan

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

Grade Level	Area of Focus	Action Plan
Kindergarten	Measurement & Geometry	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Measurement & Geometry 2: Utilize hands-on learning experiences including math manipulatives to reinforce Measurement & Geometry. 3: Use paraprofessionals to work with small groups of students during math instruction. 4: Incorporate Measurement & Geometry everyday during calendar.
1st Grade	Measurement & Geometry	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Measurement & Geometry 2: Utilize hands-on learning experiences including math manipulatives (especially rulers) to reinforce Measurement & Geometry. 3: Use paraprofessionals to work with small groups of students on measuring during math instruction.

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2nd Grade	Number Sense and Operations	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect Number Sense and Operations. 2: Utilize hands-on learning experiences including math manipulatives to reinforce Number Sense and Operations. 3: Use paraprofessionals to work with small groups of students during math instruction.
3rd Grade	Number Sense and Operations	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Number Sense and Operations. 2: Utilize hands-on learning experiences including math manipulatives to reinforce Number Sense and Operations. 3: Use paraprofessionals to work with small groups of students during math instruction. 4: Utilize Study Island to enhance Number Sense and Operations skills.
4th Grade	Measurement	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Measurement. 2: Utilize hands-on learning experiences including math manipulatives to reinforce Measurement. 3: Use paraprofessionals to work with small groups of students during math instruction. 4: Utilize Study Island to enhance Measurement skills.
5th Grade	Measurement	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Measurement. 2: Utilize hands-on learning experiences including math manipulatives to reinforce Measurement. 3: Use paraprofessionals to work with small groups of students during math instruction.
6th Grade	Measurement	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Measurement & Geometry 2: Utilize hands-on learning experiences including math manipulatives to reinforce Measurement & Geometry. 3: Use paraprofessionals to work with small groups of students during math instruction.
7th Grade	Measurement	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Analysis & Evaluation. 2: Use strategies within McDougal Littell to enhance Phonics skills. 3: Use paraprofessionals to work with small groups of students during instructional and /or workshop time.
8th Grade	Measurement	1: Meet 1x per week w/ grade level team to discuss lesson objectives, formative assessment strategies, and instruction – particularly with respect to Measurement. 2: Utilize hands-on learning experiences including math manipulatives to reinforce Measurement. 3: Use paraprofessionals to work with small groups of students during math instruction. 4: Utilize access to computers to use interactive math games. 5: Break students into groups according to ability/interest in order to best teach each student. 6: Set aside time to help low performing students.

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

Science

GOAL: Students will be proficient in Science.

Background

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

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

- I. Absolute Measure:** Each year, seventy-five percent (75%) of students in each grade tested, who are enrolled in at least their second year, will perform at or above Level 3 on the New York State Testing Program (NYSTP) Science assessment.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

All students and students enrolled in at least their second year at Buffalo United performed above 75% on the science exam, thus meeting the measure. The composite score for all grades was 81% of students performing at Level 3 or 4.

Charter School Performance on 2007-08 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

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

Evaluation

Buffalo United met the absolute measure of having 75% of students enrolled in at least their

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second year perform at or above Level 3 on the science exam. Buffalo United not only met the goal of 75%, but the students exceeded the goal by 6 percentage points.

Additional Evidence

Buffalo United has consistently met the absolute measure. Each year, more than 75% of students enrolled in at least their second year performed at or above Level 3 on the state science assessment. The first year that Buffalo United had 8th grade students was the 2007-08 school year. As such, data for 8th grade is only available for this past school year.

Science Performance by Grade Level and School Year

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

- II. **Comparative Measure:** Each year in each grade tested, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of students in the respective grade in the local school district.

Method

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

Results

The State science assessment was administered in April 2008; however, assessment results for the local district are not yet available. Buffalo United will update the annual report when the data becomes available.

2007-08 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	93%	56	n/a	n/a
8	59%	32	n/a	n/a
All	81%	88	n/a	n/a

Evaluation

The State science assessment was administered in April 2008; however, assessment results for the local district are not yet available. Buffalo United will update the annual report when the data becomes available.

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Additional Evidence

The State science assessment was administered in April 2008; however, assessment results for the local district are not yet available. Buffalo United will update the annual report when the data becomes available.

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

Grade	Percent of Charter School Students Enrolled in At Least 2 nd Year and All District Students at Levels 3 and 4							
	2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	89%	64%	91%	68%	98%	n/a	93%	n/a
8	n/a							n/a
All	89%	64%	91%	68%	98%	n/a	81%	n/a

Summary of the Science Goal

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data unavailable

Action Plan

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

Social Studies

GOAL: Students will be proficient in Social Studies.

Background

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

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

- I. Absolute Measure:** Each year, seventy-five percent (75%) of students in each grade tested, who are enrolled in at least their second year, will perform at or above Level 3 on the New York State Testing Program (NYSTP) Social Studies assessment.

Method

The school administered the New York State Testing Program science assessment to students in 5th grade in November 2007 and 8th grade in June 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

Buffalo United had 88% of its grade 5 students who have been enrolled in at least their second year perform at or above Level 3. In grade 8, 77% of students enrolled in at least their second year perform at or above Level 3.

**Charter School Performance on 2007-08 State Social Studies Exam
By All Students and Students Enrolled in At Least Their Second Year**

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

Evaluation

Buffalo united met this measure. In grade 5, 88% of second year students performed at Level 3 or above. Only 5% of students performed at Level 1, and only 8% performed at Level 2. In grade 8, 59% of second year students performed at Level 3 or above. Notably, no students in grade 8 performed at Level 1. As a whole, 77% of students enrolled in at least their second year performed at or above Level 3.

Additional Evidence

The percentage of students enrolled in at least their second year performing at or above Level 3 has improved since 2004-05. In 2004-05, 68% of students performed at Level 3 or above. The school saw an increase in 2005-06, a slight decrease in 2006-07, and then a 13 percentage point increase in 2007-08 for grade 5. The first year Buffalo United had 8th grade students was the 2007-08 school year. As such, data for the 8th grade class is only available for this past school year.

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

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

- II. Comparative Measure:** Each year in each grade tested, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of students in the respective grade in the local school district.

Method

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

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Results

The State grade 5 social studies assessment was administered in November 2007 and the grade 8 assessment was administered in June 2008. As such, data for the local district has not yet been published. Therefore, Buffalo United is unable to determine whether this measure was met. Buffalo United will update the annual report once the data is released.

2007-08 State Social Studies Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	88%	50		
8	59%	32		
All	77%	82		

Evaluation

The State grade 5 social studies assessment was administered in November 2007 and the grade 8 assessment was administered in June 2008. As such, data for the local district has not yet been published. Therefore, Buffalo United is unable to determine whether this measure was met. Buffalo United will update the annual report once the data is released.

Additional Evidence

Buffalo United grade 5 students enrolled in at least their second year have outperformed the district each year for which data is available. Data relating to the 2006-07 and 2007-08 performance of the local district is unavailable. Further, Buffalo United did not serve students in the 8th grade until the 2007-08 school year and consequently does not have data for the 8th grade for prior years.

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

Grade	Percent of Charter School Students Enrolled in At Least 2 nd Year and All District Students at Levels 3 and 4							
	2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	68%	47%	83%	57%	75%	n/a	88%	n/a
8	n/a						59%	32
All	68%	47%	83%	57%	75%	n/a	77%	n/a

Summary of the Social Studies Goal

The State social studies assessment was administered in November 2007 and June 2008. As such, assessment results for the local district are not yet available. Buffalo United met the absolute measure, but the school is unable to report on the comparative measure. Buffalo United will update the annual report when the data become available.

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Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data unavailable

Action Plan

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

Additional Required Academic Measure

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

Method

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

Results

Buffalo United's accountability status for the 2007-08 school year is in "good standing."

Evaluation

Buffalo United met this measure. The school was deemed in "good standing" for the 2007-08 school year.

Additional Evidence

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

NCLB Status by Year

Year	Status
2004-05	In Good Standing
2006-06	In Good Standing
2006-07	In Good Standing
2007-08	In Good Standing