

Oracle Charter School

2010-11

ACCOUNTABILITY PLAN PROGRESS REPORT

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BOARD OF TRUSTEES

John Ashwood, Head of School, Larry Ljungberg, Director of Instruction, and Brian Pawloski, Chief Information Officer, prepared this 2010-11 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Joseph Costantini	Chair, Finance Committee, Executive Committee, Marketing Committee
Russell Smith	Vice Chair, Marketing Committee, Executive Committee, Board Recruitment
Michelle Scott	Secretary, Executive Committee
Rosemary Shields	Treasurer, Executive Committee, Finance Committee
Lucy Tretiak-Caruso	Academics Committee
Donette Ruffin	Academics Committee

List of additional trustees, pending approval:

Trustee's Name	Board Position
Judge James McLeod	
Margaret Moriarty	
John Cimasi	
Dianna Darby	Parent Trustee

INTRODUCTION

MISSION STATEMENT

The Oracle Charter School will engage students of varying abilities in a concept-rich, challenging academic experience, enabling them to inhabit a meaningful place within their academic and civic communities and to know and value themselves as individuals. To that end, Oracle Charter School will graduate students who are able to meet or exceed state performance standards and who are prepared thereby to take the next step in their lives.

HISTORY

Established in 2005 with a charter to educate students in grades 7-12, Oracle Charter School has just completed its sixth year of operation. In 2008-09, we graduated our first class of high school students. The 2005 Cohort posted a 71% four year graduation rate and a five year graduation rate of 81.1%. The 2006 Cohort, which has a five-year graduation rate of 85.1%, posted a 77.1% four year graduation rate. 2009-10 also marked the last year of our middle school. This past year we provided an education to students in grades 9-12. On June 25, 2011, we graduated our third class, which comprised of 41 out of 64 students in the 2007 Graduation Cohort (four-year graduation rate of 64.1%) and 52 in our Accountability Cohort. Although our graduation rate dipped this past year, we believe that our comprehensive data will reveal that Oracle Charter School is emerging as an institution of educational excellence. The following report will capture the recent progress, as well the efforts we have prioritized to ensure that we continue our ascension.

EDUCATIONAL PROGRAM

Oracle Charter School provides a college preparatory education integrated with arts and technology and supported by a school-wide Advisory program.

Incoming freshmen students are “double dosed” in both English Language Arts and math through lab classes that allow teachers to break down and reinforce essential skills. The curriculum includes three (3) Advanced Placement (AP) course options.

Our school curriculum is anchored across content areas and grade levels by an emphasis on critical thinking and shared inquiry. Teachers within the academic core areas (English, Math, Social Studies, and Science) develop their curricula collaboratively with an emphasis on developing “curricular conversations” within the school. We are driven to meet, and then exceed, state performance standards in order to provide a challenging and meaningful education for our students. Teachers regularly use data-based problem solving to ensure purposeful, targeted instruction for their students. Through standards-aligned interim assessments and frequent Regents-based mastery tests, students are pushed to master high level material so that they can demonstrate improved levels of proficiency and mastery on end of the year examinations. **In 2010-11, our proficiency levels increased markedly.** In 2011-12, we aim to increase the number of students at Level 4 across the curriculum in addition to the progress we will continue to demonstrate in Level 3.

Oracle was founded upon the principle of creating “a curriculum infused with arts and technology that emphasizes interdisciplinary study and cooperative learning, wherein students have the opportunity to act both as learners and as mentors.” In the 2010-11 school year, we made a significant leap in this realm. Arts and technology integration have always been a tool for Oracle faculty to provide ways in which to deepen, broaden, and enhance their curricula. This past year, however, we made this element of our mission far more student-centered. We featured a partnership with Verizon that enabled Oracle to receive class sets of Mobile Learning Devices into several classrooms, including Computer Literacy, Chemistry (where we improved our Regents results from 0% to 50% passing rate from the previous year), and Freshmen Orientation Math (a course designed to serve as a complement to the Integrated Algebra courses, another area where we witnessed growth as we improved our passing rates from 53.7% to 70.5% from 2010 to 2011). Our technology coordinator, Michael McKee, created a student-led technology group to troubleshoot, demonstrate, and implement technology-based issues throughout the school. They have also begun to create training videos to promote technological integration for teachers. The Student Tech Group (or “Nerd Herd” as they call themselves), has continued to evolve, and in 2011-12 looks to take their skills into the community to assist non-profits with their technological needs. Arts and technology are two powerful tools that serve the school’s core mission: to empower students with the knowledge and skills they need to thrive – not just survive – in the world.

SCHOOL POPULATION

Oracle Charter School’s student population is 81% Black, 6% White, and 12% Hispanic and 1% other. Approximately 15% of Oracle students receive Special Education services. In contrast, Buffalo public schools enroll students who are 57% Black, 25% White, and 15% Hispanic. 18% of Buffalo Public School District students receive Special Education services. In the city of Buffalo overall, residents are 38.9% Black, 48.7% White, and 9.1% Hispanic.

At Oracle Charter School, approximately 79% of our student population is eligible for free and reduced price lunch. By comparison, 80% of Buffalo school children qualify for free and reduced price lunch, while, according to Census data, 42% of Buffalo children live in poverty.

FACULTY

Instruction at Oracle Charter School is provided by a team of thirty-two fulltime teaching faculty.

BOARD

In 2010-11, Oracle Charter School was governed by a nine-member board of trustees, representing local business, education and cultural organizations; one trustee is a parent. The names provided above indicate the members who will remain from the 2010-11 to the 2011-12 school year. Four members will be leaving: Dave Steffan (term expired), Rosalyn Taylor (appointed to the Buffalo School Board), Dr. John Gibbs (resigning due to change in employment), and George Kimble (no longer a parent at our school). Their replacements, pending approval at the next board meeting, are Judge James McLeod, Margaret Moriarty, John Cimasi, and Diana Darby (the new parent trustee).

SCHOOL ENROLLMENT BY GRADE LEVEL AND SCHOOL YEAR (AS BEDS DAY, 2010)

School Year	7	8	9	10	11	12	Total
2005-06	60	60	60				180
2006-07	57	66	63	63			249
2007-08	45	51	78	55	39		268
2008-09	22	52	101	73	59	39	346
2009-10	0	25	120	95	60	48	348
2010-11	0	0	121	98	71	49	339

HIGH SCHOOL COHORTS

Accountability Cohort

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after having entered the ninth grade. For example, the 2007 state Accountability Cohort is comprised of students who entered the 9th grade in the 2007-08 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2010-11 school year, and either remained in the school for the rest of the year or left for an acceptable reason. In addition, our accountability cohort includes students who dropped out, pursued their GED, or left for an unacceptable reasons during their final year within the cohort, which may be a change from how the accountability cohort was reported in the past (See New York State Education Department’s website for their accountability rules and cohort definitions: <http://www.emsc.nysed.gov/irts/accountability/home.shtml>). In the creation of this document, it became apparent that the numbers in this cohort did not match the cohort numbers in state reports. After considerable collaboration and assistance from the state and Western New York BOCES, we identified and rectified errors for the 2007 cohort. The data provided in this report are reflective of these efforts. We firmly believe that the numbers presented for both of these cohorts accurately reflect their achievement.

The following table indicates the number of students in each Accountability Cohort, according to two points in time: BEDS Day in October and June 30.

Fourth-Year High School Accountability Cohorts

Year	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on BEDS Day in October of year	Number Removed During the School Year	Number in Accountability Cohort
2008-09	2005-06	2005	47	1	46
2009-10	2006-07	2006	48	2	46
2010-11	2007-08	2007	53	1	52

Graduation Cohort

Students are included in the Graduation Cohort based on the year they first enter the 9th grade. However, students who have spent at least five months in the school after entering the 9th grade are part of the Graduation Cohort unless they transfer to another diploma-granting program (a student who earns a Graduate Equivalency Diploma is charted as someone who dropped out). A student will be included in the school's Graduation Cohort if the student's reason for discharge is not transfer to another New York State district or school, died, transfer by court order, or leaving the U.S.

2010-11 High School Graduation Cohorts

Year in Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on June 30, 2011 (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
	2004-05	2004	n/a	n/a	n/a
Sixth	2005-06	2005	0	0	52
Fifth	2006-07	2006	4	0	50
Fourth	2007-08	2007	52	14	66
Third	2008-09	2008	77	0	77
Second	2009-10	2009	87	0	87
First	2010-11	2010	81	0	81

¹ Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons.

ENGLISH LANGUAGE ARTS: Goal 1

Goal 1: English Language Arts

Oracle Charter School students will demonstrate proficiency in reading and writing.

BACKGROUND

During the 2010-11 school year, Oracle Charter School offered year-long, one-credit English Language Arts courses in grades 9-12 as well as half-credit senior English electives. Additionally, all students in 9th grade were scheduled for Freshman Orientation English, a half credit English class aimed to serve as a bridge to high school level literacy.

Instruction at Oracle Charter School follows a differentiated model of instruction which requires all teachers to focus on assessed standards and the students' assessed performance levels. Oracle teachers look strategically at their curriculum and show evidence of the following planning for each unit of instruction:

- 1) Course alignment of Oracle essential standards to NYS performance indicators;
- 2) Unit plans that articulate what students will know, understand and be able to do at the conclusion of the unit;
- 3) Pre-, Formative, and Summative Assessments that align to NYS performance indicators and intended unit outcomes;
- 4) Instruction to support students' acquisition of new knowledge;
- 5) Instruction to facilitate students' interaction with acquired knowledge;
- 6) Frequent formative assessment to monitor students' acquisition of knowledge and skills;
- 7) Summative assessment to monitor students' attainment of unit goals;
- 8) Remediation / re-teaching / enrichment to ensure students' master of material. Mastery within Oracle's differentiated model of instruction was defined as 80% of students demonstrating understanding of 80% of the unit material as measure through assessment data.

In 2010-11, Oracle Charter School continued its use of a school-wide interim assessment program. The school administered interim assessments in all core courses in November, January, and May as a formal measure of students' progress against end-of-year performance goals. Each week of interim assessments culminated in a staff development day devoted to analyzing and presenting interim performance data, as well as creating aligned plans for remediation.

At Oracle Charter School, English Language Arts teachers focus on the processes and skills required by the New York State Comprehensive English examination and incorporate a thematic, literature-based approach to critical reading, thinking, and writing. Additionally, authentic activities and project-based learning were utilized to further access text and deepen understanding.

Though content varies across grade levels in English, shared inquiry, authentic activities, high-interest literature, rubrics, Shakespeare, and data-driven differentiation are present in every classroom at Oracle.

GOAL 1: MEASURE 1

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school accountability cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

The table below presents Oracle Charter School's results in relation to this measure.

English Regents Passing Rate by Accountability Cohort and Year													
Cohort Designation	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	
2003													
2004													
2005	n/a	n/a	n/a	n/a	47	77.1%	47	91.5%	46	93.2%	46	93.5%	
2006			n/a	n/a	n/a	n/a	50	72.0%	46	87.2%	46	95.7%	
2007					n/a	n/a	66	54.5%	66	68.9%	52	88.5%	
2008					n/a	n/a	88	1.1%	89	15.7%	77	67.5%	
2009									109	1.8%	87	44.8%	
2010											n/a	n/a	

Evaluation

In relation to this measure, Oracle Charter School has **met and exceeded the goal** for the 2007 accountability cohort with 88.5% passing the exam. In addition to the proficiency mark, nearly 10% of the members of the accountability cohort earned mastery on the Regents ELA exam, a 5.3 percentile point improvement over the previous accountability cohort.

As a result of a proactive approach to the English Regents exam, we saw either a continuation of prior progress (Oracle Charter School *is on track to meet the goal* for the 2008 accountability cohort) or a tremendous increase over previous cohort level achievement (the 2007 accountability cohort is already achieving at a rate three times higher than its 2008 predecessor due to purposeful teaching and prioritized test taking strategies). This practice will put our sophomores into a more advantageous position regarding the passage of three Regents exams after two years at Oracle.

ADDITIONAL EVIDENCE: PASSING RATE BY ACCOUNTABILITY COHORT AND YEAR

The following table presents Oracle Charter School's English Regents examination passing rate by accountability cohort and year. This data tracks Oracle Charter School students' performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort.

The majority of students in the 2005 Accountability cohort graduated from Oracle Charter School with a passing rate by the conclusion of the fourth year in the cohort of **91.5%**. By the conclusion of their fifth year in the cohort, students in the 2005 accountability cohort had achieved an English Regents passing rate of **93.5%**.

By the conclusion of the fourth year in the charter school, the 2006 accountability cohort had achieved a **91.3%** passing rate which compares with the 91.5% passing rate of the 2005 accountability cohort at the same point in their progress through the cohort. By the conclusion of their fifth year in the cohort, students in the 2006 accountability cohort had achieved an English Regents passing rate of **95.7%**.

By the conclusion of the fourth year in the charter school, the 2007 accountability cohort had achieved a **88.5%** passing rate which is a decline of around 3% from the previous two graduating classes.

By the conclusion of their third year in the charter school, the 2008 accountability cohort has achieved a passing rate on the English Regents examination of **67.5%**, compared to previous passing rates of 68.9%, 72.0% and 77.1%. The 2009 cohort posted a 44.8% proficiency rate after its sophomore year, a sharp incline over the 2008 sophomore numbers of 15.7%.

English Regents Passing Rate				
by Accountability Cohort and Year				
	Year 2	Year 3	Year 4	Year 5
2005	0.0%	77.1%	91.5%	93.2%
2006	0.0%	72.0%	91.3%	95.7%
2007	54.5%	68.9%	88.5%	
2008	15.9%	67.5%		
2009	44.8%			

ADDITIONAL EVIDENCE: ENGLISH REGENTS PERFORMANCE LEVEL AND PASSING RATE BY FOURTH YEAR ACCOUNTABILITY COHORT

The following table presents Oracle Charter School’s English Regents examination passing rate by performance level, accountability cohort and year. This data tracks Oracle Charter School students’ performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort.

88.5% of the 2007 accountability cohort passed the English Regents examination with scores between 65 and 100%, slight decrease over the previous two cohorts.

The **78.8%** at Level 3 was the second highest in school history, as was the **9.6%** mastery attainment.

Also notable from this recent accountability cohort was the lack of students at Level 1 on the Regents ELA.

English Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	n/a	n/a	n/a	n/a	n/a	n/a
2004	n/a	n/a	n/a	n/a	n/a	n/a
2005	47	4.3%	4.3%	70.2%	21.3%	91.5%
2006	46	2.2%	6.5%	87.0%	4.3%	91.3%
2007	52	0.0%	11.5%	78.8%	9.6%	88.5%

GOAL 1: MEASURE 2

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school accountability cohort who scored at Level 1 or 2 on their New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Method

This measure tracks students who did not achieve proficiency on the New York state 8th grade English assessment and who achieve proficiency in English Language Arts after four years in the charter high school accountability cohort as measured by the Comprehensive English Regents examination.

Results

In the table below, we present the performance data on the English Regents examination after four years in the cohort for Oracle Charter School students who failed to achieve proficiency on New York state’s 8th grade English Language Arts examination.

For students in the 2006 cohort, 100% of students for whom the charter school was able to obtain 8th grade performance data were able to pass the English Regents examination by the completion of their fourth year in the cohort despite 72.7% of those students scoring at a Level 1 or 2 on the 8th Grade ELA exam. **At this time, we do not have the data to corroborate that 100% of the students who scored at a Level 1 or 2 on the 8th grade exam did in fact achieve proficiency on the Regents ELA. The statement above does not state the same thing as the data reported in the final column**

below. This is how it was reported in the 2009-10 Accountability report, and we have decided to leave this information in the report, albeit with an addendum.

For students in the 2007 cohort, we have been able to obtain data for 16 students. 77.8% of students for whom the charter school was able to obtain 8th grade performance data were able to pass the English Regents examination by the completion of their fourth year in the cohort despite scoring Level 1 or 2 on the 8th grade ELA.

Percentage of Students with 8th Grade Score History Who Pass the Comprehensive English Regents after 4 Years in Cohort					
Cohort Designation	# Students in Cohort	# of Students with 8th Grade Score History	% of Students at Level 2 or 1 in 8th Grade	% of Students at Level 3 or 4 in 8th Grade (Passing Rate)	% of Students at Level 2 or 1 Passing English Regents
2006	46	11	72.7%	27.3%	100.0%
2007	52	16	68.8%	31.2%	77.8%

As is clear from this table, the charter school is currently in possession of incomplete data due to the lack of 8th grade scores that we received when a student entered Oracle Charter School prior to the 2011-12 school year (we have rectified that by establishing a partnership with Buffalo Schools so that we can acquire the levels for 8th grade ELA and Math scores so we can better direct our resources to match our students' needs). It is clear, however, that the students in the 2007 cohort for whom data is available achieved a passing rate on the 8th grade ELA examination of 31.2%. This compares with the overall 8th grade passing rate of 34.0% in the local school district in the 2006-07 testing year. This is the year in which students in the 2007 cohort would have taken 8th grade assessments.

The table below presents expected values for the number of students in the 2007 cohort who would have scored at Level 2 or 1 on the 8th grade English Language Arts assessment based on the proficiency levels of Oracle students for whom the school has data. The 2007 8th grade ELA scores for our students demonstrate that we have (31.2%) a slightly lower passing rate than the district average (34%).

If the failure rate of 68.8% was extrapolated to apply to all students in the 2007 cohort, then the expected value of all students in the 2007 cohort who did not pass the 8th grade English Language Arts assessment (scored at Level 2 and Level 1) would be 36. Of the 46 students who passed the Regents ELA, approximately 32 of those students would have achieved a Level 1 or 2 on their 8th grade ELA exam. As almost 70% of our 8th graders did not achieve proficiency on the 8th grade ELA, it is likely that the same proportion, 68.8% of the six students in the 2007 cohort who did not pass the English Regents examination, also did not achieve proficiency on the 8th grade English Language Arts assessment. Therefore, the probable English Regents passing rate of all students in the 2007 cohort who did not achieve proficiency on the 8th grade English Language Arts assessment is 86.5%.

These results are predictive of expected outcomes based on probability and not actual.

Expected Values Predicting Students with 8th Grade Scores at Level 2 or 1								
Who Pass the Comprehensive English Regents after 4 Years in Cohort of all test takers								
Cohort Designation	# Students in Cohort	# of Students with 8th Grade Score History	% of Students at Level 2 or 1 in 8th Grade	# of Students at Level 3 or 4 in 8th Grade (Passing Rate)	% of Students at Level 2 or 1 in the NYS 8 th grade ELA Passing English Regents	Expected # of All Students in Cohort Scoring at Level 2 or 1	# of Students in Cohort Not Passing English Regents after 4 Years	% of Students with Probable Level 2 or 1 Performance Passing English Regents
2006	46	11	72.7%	27.3%	100.0%	33	4	88.0%
2007	52	16	68.8%	31.2%	81.8%	36	6	86.5%

Evaluation

In relation to this measure, Oracle Charter School has **met the goal** as it relates the students who scored at Level 1 or 2 in 8th grade and went on to pass the New York State English Language Arts Regents exam.

GOAL 1: MEASURE 3

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English language arts. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO. In 2010-11, the Effective AMO was 170 according the New York State School Report Card. The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

In the table below, we present the calculation of Oracle Charter School’s aggregate Performance Index for the 2007 high school accountability cohort. Our PI for 2010-11 is 182.8.

English Language Arts Performance Index (PI)						
of 2007 High School Accountability Cohort						
# in Cohort	Percent of Students at Each Performance Level based on all test takers in the 2007 Accountability cohort					
	Level 1	Level 2	Level 3	Level 4		PI
2006: 47	2%	7%	87%	4%	PI = 189	AMO = 177
2007: 52	0.0%	11.5%	78.8%	9.6%		
PI	=	11.5%	78.8%	9.6%	=	100
			78.8%	9.6%		88.5
				PI	=	188.5
			2010-11	AMO	=	170

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**. Oracle Charter School’s Performance Index for English in relation to the 2006 high school accountability cohort met the New York state Annual Measurable Objective (AMO) of 170 for the 2010-11 school year and exceeded it by 18.5 points.

GOAL 1: MEASURE 4

Goal 1: Comparative Measure

Each year, the percent of students in the high school accountability cohort passing the Regents English exam with a score of 65 or above after their fourth year will exceed that of the high school accountability cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that students may take the Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

Oracle Charter School’s cohort passing rate for the English Comprehensive Regents examination is presented in the table below.

The table presents a final comparison of the Oracle’s 2005-2007 accountability cohorts against the Buffalo school district’s 2005 and 2006 cohorts (2007 cohort information is not available for Buffalo schools at the time). At the conclusion of their fourth year in the cohort, the 2005 cohort at Oracle outperformed Buffalo district students by 34.5 percentage points, a significant measure.

The 2006 cohort at Oracle Charter School outperformed the local district by a large measure. 91.3% of Oracle students in the 2006 accountability cohort have met or exceeded state performance standards for secondary English by the conclusion of their 4th year in the cohort compared with 47% of Buffalo district students, a difference of 44.3%.

This comparison of Oracle’s 2007 accountability cohort is presented against performance data for the Buffalo school district’s 2006 accountability cohort, the most recent district results available. Although this is not a final cohort comparison, these results are strongly predictive. Oracle’s scores show an advantage of 41.5% within this most recent cohort comparison, which demonstrates a considerable benefit for students attending Oracle.

English Regents Passing Rate of Accountability Cohorts					
by Charter School and School District					
	Cohort	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
	2003				
	2004			53.0%	3084
	2005	91.5%	47	57.0%	2251
	2006	91.3%	46	47.0%	3479
	2007	88.5%	52	47.0%	3479

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

A final comparison of student performance after four years in the charter school reveal significantly higher achievement levels for the 2005 and 2006 cohorts. The comparisons made to 2007 also indicate a strong performance against district results.

ADDITIONAL EVIDENCE: COMPARATIVE RESULTS ALL TEST-TAKERS

The following table presents Oracle Charter School’s performance on the Comprehensive English Regents examination for all test takers in the 2011 assessment year. This data is compared with the last reported performance for all test takers in the Buffalo school district. This data is presented in keeping with the New York State Comprehensive Information Report practice of reporting performance of all test-takers in a given assessment year.

The performance of all test-takers in the 2011 assessment year at Oracle Charter School on the English Regents examination is 77.1% compared with 62.0% of all test-takers in the Buffalo school district. Oracle test takers included students in the second and third cohort years in addition to a small number of students in their fourth cohort year. Thus, at Oracle Charter School, we are challenging many students to sit for the English Comprehensive Regents examination at the conclusion of their second year in the cohort or the end of their sophomore year. By contrast, most schools do not seat students for this examination until the conclusion of their third year in the cohort, or the end of the junior year.

As evidenced by the data, Oracle has made significant strides in our achievement in this area as aligned preparation for the Regents examination that includes skills-based learning and data based problem solving with teachers and students.

Comparative 2011 Comprehensive English Regents Passing Rate					
by Charter School and Local District					
	Exam Year	Charter School		School District	
		Percent Passing	# Tested	Percent Passing	# Tested
	2006			70.0%	2378
	2007			65.0%	2332
	2008	95.0%	40	73.0%	2397
	2009	64.9%	134	68.0%	2256
	2010	50.9%	108	62.0%	2009
	2011	77.1%	140	62.0%	2009

The comparative data of all test takers in the 2010-11 school year reveals that students at Oracle Charter School had a significantly higher chance (over 15.1 percentile points better than Buffalo) of passing the English Regents this past year than if they stayed in their home district of Buffalo. While the most recent data shows a passing rate that is comparatively second to the 2008 testing cycle at Oracle, it should be noted that the 2011 test cycle featured 3.5 times the number of students taking the Regents ELA. The overall course alignment to Regents expectations has improved over the last year, and we expect that the planning, skill-based teaching, and data based problem solving will continue to lead to higher levels of student achievement.

GOAL 1: MEASURE 5

Goal 1: Comparative Measure

Each year, the school will reduce by one-half the percent of students in year one and two of the high school accountability cohort scoring less than 65% on the last quarterly interim assessment in comparison to the same students' results on the first quarterly interim assessment of the year.

Method

Oracle Charter School administers interim assessments at the end of each quarter of instruction. Interim assessments are school-level assessments designed by teachers in collaboration with Oracle's Instructional Leadership team and derived from and rigorously aligned to the Comprehensive English Regents assessment. Interim assessments include only previous Regents examination reading comprehension and writing tasks and rely on no teacher-generated assessment questions.

Interim assessments are common across grade-level courses and monitor student proficiency in relation to essential learning standards, providing leading indicator growth data in relation to a Regents examination typically administered during a student's third year in the high school accountability cohort.

Results

In the 2010-11 school year, Oracle Charter School teachers began the 2nd year of developing the school's interim assessments, completing three cycles of interim assessments. During the first quarter of the year, school leadership worked with teachers regarding the scope and purpose of interim assessments and refined the school's pacing calendars. In 2010-11, interim assessments were given in the first, second and third quarters. Interim assessments were administered in some classes in the fourth quarter, but not all gave a

benchmark due to pacing. In 2011-12, the charter school will allot three different periods (10 week, 20 week, and 34 weeks) to administer a full sequence of interim assessments beginning in the first quarter and including second and third quarter benchmarks to ensure accurate and regular checks on student progress prior to end of the year tests.

Evaluation

Although data is available for evaluation, we believe that the nature of the benchmark is inherently flawed. An absolute bar of 65% on a school developed exam that is comprised of Regents level material does not take into account the cut point that is a part of the New York State Regents examination process. In addition to that, the measure is asking us to quantify growth based upon two exams that cover entirely different quantities of information – the first 10 weeks of the year (interim 1) vs. an exam covers anywhere between ¾ and 100% of the course material. Based upon these standards, we did not meet the goal of reducing the by one-half the percent of students in year one and two of the high school accountability cohort scoring less than 65% on the last quarterly interim assessment in comparison to the same students’ results on the first quarterly interim assessment of the year. Only three courses made progress in cutting the percent below 65%, including Integrated Algebra (improved by 44%), Geometry (improved by infinity, due to the numbers moved from 100% failing during the 1st interim to 12.5% passing at the last interim), and United States History, which improved on its essay portion only (improved 20.7%). Therefore, Oracle Charter School **did not meet** this measure in 2010-11. Despite this failure, we still find great value in interim assessments, and we believe they made a significant contribution to our 77.1% passing rate for all test takers in the 2010-11 school year.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In 2010-11, Oracle Charter School achieved all of our Absolute measures and our Comparative measure. Although we did not meet our Growth measure for English Language Arts, we are confident that interims led to the high levels of achievement in the Absolute and Comparative measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school accountability cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	ACHIEVED
Absolute	Each year, 75 percent of students in the high school accountability cohort who scored at Level 1 or 2 on their New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	ACHIEVED
Absolute	Each year, the school’s aggregate Performance Index (PI) on the English Regents exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	ACHIEVED
Comparative	Each year, the percent of students in the high school accountability cohort passing the Regents English exam with a score of 65 or above after their fourth year will exceed that of the high school accountability cohort from the local school district.	ACHIEVED
Growth	Each year, the school will reduce by one-half the percent of students in year one and two of the high school accountability cohort scoring less than 65% on the last quarterly interim assessment in comparison to the same students’ results on the first quarterly interim assessment of the year.	DID NOT ACHIEVE

ACTION PLAN

Oracle acknowledges that, while we are meeting our goal of student proficiency on the English Regents in relation to our four year cohort measure, we need to strengthen our leading-indicator data. Goals for improving school performance focus on increasing the percent of students passing the English Regents by the end of their second and third years in the cohort.

Departmental Objective:

In 2011-12, we have developed the Pacesetter Model in an effort to raise the standard across the curriculum. Although we posted a passing rate of 77.1% this past year, we want to increase the number of students reaching Level 3 and Level 4. In order to push our limits, we aim to use the Pacesetter Model to help us close the gap between our achievement scores and Clarence High School (one of the highest performing districts in Western New York). This high bar will encourage collaboration and achievement as we push to “strive for 85.”

Gap:

Although we attained a 77.1% pass rate for the 2010-11 school year, our 5.7% mastery level is still too low for our standards. In addition, we are going to continue to hone in on the number of students who fall below proficiency.

Rationale for Gap :

1. Analytical skills, especially literary analysis
2. Writing skills were not adequately addressed
3. Instructional leadership had not mandated curricular alignment and expectations until January 2011
4. Vocabulary development

Rationale for Progress:

1. Purposeful instruction around student, skill-based learning
2. Increased quantity of writing product
3. Frequent formative assessments
4. Collaborative scoring throughout the year
5. Rubric was created with student input to allow for student friendly language and understanding of state expectations which then enabled them to
6. Administration prioritized gaps and aligned strategies following the January Regents administration
7. Individual goal-setting around mastery and proficiency goals
8. Use of CastleLearning to increase exposure to Regents questions

Action Plan Strategies:

1. Teacher goal setting around mastery and proficiency levels
2. Mastery learning concepts (charts, repetition of material and opportunities retake assessments until concepts are mastered)
3. Focus on literacy (reading and writing) in content areas with:

- a. Continued implementation of targeted writing process-based instructional strategies (e.g. Frayer Model; compare and contrast strategies)
 - b. Vocabulary development
 - c. Analytical skills
 - i. Developed through writing
 - ii. Scaffolding and frequency of analytical thinking
 - d. Student skill-based learning
 - e. Student work samples
 - f. Student-centered evaluations of short answer questions based upon NYS Regents Rubric
 - g. Student investment in data by identifying progress and gaps towards achievement
 - h. Use of DORA (Diagnostic Online Reading Assessment) to enable teachers to identify students and areas of most need
4. Professional Development – 90 minutes every Friday focusing on Data Based Problem Solving, Literacy Across the Curriculum, Differentiated Instruction/Special Education
- a. Extensive Core Curriculum Maps with support by administration, BOCES, and PICCS staff; ensured the spiraling of core content ideas and skills to promote student mastery
 - b. Implementation of the TERC model of data-based problem solving; utilization of Performance Plus through Curriculum Connector and Data Tracker
 - c. Addition of content specialists to provide assistance in pedagogy through observations, consultation, and strategic examinations of rigor
 - d. Increased used of Regents-based, aligned mastery assessments (unit tests, quizzes, and daily checks for understanding) to improve reading and writing skills
 - e. Provide time and best practices to promote communication, student-centered learning, and parental interaction to increase student outcomes (Mobile Learning Devices, Castle Learning, Performance Plus, Parent Portal, eSchool, AIS, Credit Recovery through NovaNet)
5. Administrative Support:
- a. Continued use of interim assessments to provide progress checks
 - b. Breakout sessions each Friday; literacy support (observation and feedback) 1x/week
 - c. Observation and feedback by the trainers for literacy and Special Education
 - d. Creation of the position of Director of Instruction
 - e. Common planning time for each course with the Director of Instruction and content specialists
 - f. The Director of Instruction, in collaboration with the department, established better vertical alignment to ensure that writing products scaffolded to the level of Regents expectations through the use of a 6 point rubric that mirrors the Regents model

- g. Accountability check by administrators
- h. Freshmen Academy: Bolstered the skills of incoming freshmen prior to the start of the school year for students who were identified as at-risk
- i. Public displays and celebrations of achievement and mastery to promote student achievement

MATHEMATICS: GOAL 2

Goal 2: Mathematics

Oracle Charter School students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

In 2010-11, the Math department curriculum included Pre-Algebra, Integrated Algebra, Regents Geometry, Local Geometry, College Math, Accounting, and Pre-Calculus.

Math instruction at Oracle Charter School takes a targeted, differentiated approach. From the outset, all 9th students were given a double dose of seat time in Math with both a class and a lab (labeled Freshman Orientation Math, this class was taught by an Integrated Algebra teacher). Regular benchmark assessments were given to inform instruction as well as to assign remediation time to students in need of extra help.

Although we have consistently stated that writing across the curriculum is a priority for us, we have never allocated the resources to this in a meaningful way. Through the professional development opportunities in literacy, special education, and content experts, the 2011-12 mathematics department is already incorporating higher levels of writing across the curriculum. Teachers design lessons wherein students routinely complete math word problems as well as explain the process of solving problems and using theories in short answers and essays. We look forward to this integral learning method being utilized throughout the 2011-12 school year.

GOAL 2: MEASURE 1

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school accountability cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Integrated Algebra, Geometry, and Algebra II & Trigonometry. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams; once they passed a mathematics exam, their performance on subsequent exams did not affect their status as passing. Students have until the summer of their fourth year to pass a mathematics exam.

Results

The table below presents Oracle Charter School's results in relation to this measure.

The 2005 accountability cohort comprises the school's first cohort, and the majority of whom graduated at the conclusion of the 2008-09 school year. The 2005 and 2006 accountability cohorts were comprised of students who were enrolled during a period of time when the New York State mathematics curriculum and testing program was transitioning from the Math A/B paradigm into the current testing system comprising Integrated Algebra, Geometry, and Algebra II & Trigonometry. The pass rate below reflects a mixture of students taking and passing the Math A and the Integrated Algebra Regents examinations.

The 2007 accountability cohort comprises 52 students, the majority of whom were enrolled in the school's 12th grade. They first attempted a mathematics Regents examination in 2007-08. The pass rate below reflects a mixture of students taking and passing the Math A and the Integrated Algebra Regents examinations.

The 2008 accountability cohort comprises 77 students, the majority of whom were enrolled in the school's 11th grade. These students were all enrolled in coursework aligned with the Integrated Algebra Regents curriculum.

The 2009 accountability cohort comprises 87 students, the majority of whom were enrolled in the school's 10th grade. These students were all enrolled in coursework aligned with the Integrated Algebra Regents curriculum.

The 2010 accountability cohort comprises students, all of whom were enrolled in the school's 9th grade. These students were all enrolled in coursework aligned with the Integrated Algebra Regents curriculum.

Oracle Charter School's passing rate in Regents Mathematics for the 2006 cohort is **95.7%**.

Oracle Charter School's passing rate in Regents Mathematics for the 2007 cohort is **90.4%**.

The current passing rate for the 2008 cohort is **87.0%**.

The current passing rate for the 2009 cohort is **55.4%**.

The current passing rate for the 2010 cohort is **47.4%**.

Mathematics Regents Passing Rate by Accountability Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003												
2004												
2005	n/a	n/a	48	64.6%	48	83.3%	47	89.4%	44	95.5%	44	95.5%
2006			n/a	n/a	44	63.6%	50	74.0%	46	95.7%	46	95.7%
2007					68	39.7%	66	51.5%	61	80.3%	52	90.4%
2008							88	12.2%	89	67.4%	77	87.0%
2009									109	13.8%	87	55.2%
2010											81	47.4%

Evaluation

In relation to this measure, Oracle Charter School has **met and exceeded the goal** for the 2007 accountability cohort.

In relation to this measure, Oracle Charter School has *already exceeded the goal* for the 2008 accountability cohort, with over 75% of the cohort having achieved a mathematics Regents examination credit.

The current passing rate for the 2008 cohort is **87.0%, the highest rate for a junior class in Oracle history**. The current passing rate for the 2009 cohort is **55.4%**, which is slightly above the most recent graduating classes progress point after its sophomore year. They are on track to meeting and exceeding the benchmark. **The current passing rate for the 2010 cohort is 47.4%, the highest achievement rate on record for a cohort after its freshman year**. This is a strong indicator of an overall increase in expectations as students are pushed to accelerate their level of learning within their first year of high school. As evidenced by the achievement numbers, the heightened standards have led to increased student performance.

ADDITIONAL EVIDENCE: MATHEMATICS REGENTS PERFORMANCE LEVEL AND PASSING RATE BY FOURTH YEAR ACCOUNTABILITY COHORT

The following table presents Oracle Charter School's Mathematics Regents examination passing rate by performance level, accountability cohort and year. This data tracks Oracle Charter School students' performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort.

88.5% of the 2007 accountability cohort passed a Mathematics Regents examination with scores between 65 and 84%. This is a decrease from the previous cohort's passing rate at Level 3 of 93.5%.

1.9% of the 2007 accountability cohort passed a Mathematics Regents examination with scores between 85 and 100%. This is a decrease from the previous cohort's passing rate at Level 4 of 2.2%.

Overall, **90.4%** of the 2007 accountability cohort passed a Mathematics Regents examination. This is a decrease in overall passing rate from the previous cohort, but it is still slightly higher than the passing rate of the first accountability cohort.

Mathematics Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort						
Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	n/a	n/a	n/a	n/a	n/a	n/a
2004	n/a	n/a	n/a	n/a	n/a	n/a
2005	47	4.3%	4.3%	72.3%	17.0%	89.4%
2006	46	0.0%	2.2%	93.5%	2.2%	95.7%
2007	52	1.9%	7.7%	88.5%	1.9%	90.4%

ADDITIONAL EVIDENCE: PASSING RATE BY ACCOUNTABILITY COHORT AND YEAR

The following table presents Oracle Charter School’s interim Mathematics Regents passing rate by Accountability Cohort and Year. This data tracks Oracle Charter School students’ performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort.

The majority of students in the 2005 Accountability cohort graduated from Oracle Charter School with a passing rate by the conclusion of their fourth year in the cohort of **89.4%**. By the conclusion of their fifth year in the cohort, students in the 2005 Accountability cohort had achieved a Mathematics Regents passing rate of **95.5%**.

By the conclusion of their fourth year in the cohort, the 2006 Accountability cohort had achieved a **95.7%** passing rate which compares with the 89.4% passing rate of the 2005 Accountability cohort at the same point in their progress through the cohort.

By the conclusion of their fourth year in the cohort, the 2007 Accountability cohort has achieved a passing rate of **90.4%**, compared with the 2006 cohort’s passing rate of 95.7% and the 2005 cohort’s passing rate of 89.4% at the conclusion of the fourth year in the cohort.

By the conclusion of their third year in the cohort, the 2008 Accountability cohort has achieved a passing rate of **87.0%**, compared with the 2007 cohort’s passing rate of 80.3%, 2006 cohort’s passing rate of 74.0%, and the 2005 cohort’s passing rate of 83.3% at the conclusion of the third year in the cohort. **That is the highest mark for a cohort to date.**

By the conclusion of their second year in the cohort, the 2009 Accountability cohort has achieved a passing rate of **55.2%**, compared to the previous passing rates of 67.4% for the 2008 cohort, 51.5% for the 2007 cohort, 63.6% for the 2006 cohort, and 64.6% for the 2005 cohort at the conclusion of the second year in the charter school cohort. That mark is within range of the other cohorts prior to it, and we expect that they will stay on target to achieving this measure.

The inclusion of the 2010 cohort is made to demonstrate the singular achievement of that cohort, but also to denote the increased level of expectation within the math department and throughout the school.

Mathematics Regents Passing Rate by Accountability Cohort and Year						
		Year 2	Year 3	Year 4	Year 5	
	2005	64.6%	83.3%	89.4%	95.5%	
	2006	63.6%	74.0%	95.7%	95.7%	
	2007	51.5%	80.3%	90.4%		
	2008	67.4%	87.0%			
	2009	55.2%				
	2010	47.4% (year 1)				

GOAL 2: MEASURE 2

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school accountability cohort who scored at Level 1 or 2 on their New York State 8th grade exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Method

This measure tracks students who did not achieve proficiency on the New York state 8th grade Mathematics assessment and who achieve proficiency in Mathematics after four years in the charter high school accountability cohort as measured by a Mathematics Regents examination. Students in the cohort were able to pass Integrated Algebra, Math A, Geometry, or Algebra II and Trigonometry to fulfill this measure.

Results

In the table below, we present the performance data on a Mathematics Regents examination after four years in the cohort for Oracle Charter School students who failed to achieve proficiency on New York state’s 8th grade Mathematics examination.

For students in the 2006 cohort, 100% of students for whom the charter school was able to obtain 8th grade performance data were able to pass a Mathematics Regents examination by the completion of their fourth year in the cohort.

Percentage of Students with 8th Grade Score History Who Pass a Mathematics Regents after 4 Years in Cohort						
Cohort Designation	# Students in Cohort	# of Students with 8th Grade Score History	% of Students at Level 2 or 1 in 8th Grade	# of Students at Level 3 or 4 in 8th Grade (Passing Rate)	% of Students at Level 2 or 1 Passing English Regents	
2006	46	11	81.8%	18.2%	100.0%	
2007	66	16	87.5%	12.5%	100.0%	

As is clear from this table, the charter school is currently in possession of incomplete data due to the lack of 8th grade scores that we received when a student entered Oracle Charter School prior to the 2011-12 school year (we have rectified that by establishing a partnership with Buffalo Schools so that we can acquire the levels for 8th grade ELA and Math scores so we can better direct our resources to match our students’ needs). It is clear, however, that the students in the cohort for whom data is available achieved a passing rate on the 8th grade Mathematics examination of 12.5%. This compares with the overall 8th grade passing rate of 26% in 2006-07 in the Buffalo School District. The 2006-07 testing year is the year in which students in the 2007 cohort would have taken 8th grade assessments.

The table below presents expected values for the number of students in the 2007 cohort who would have scored at Level 2 or 1 on the 8th grade Mathematics assessment based on the proficiency levels of Oracle students for whom the school has data. Using this data results in the same expected values for student failure than the results calculated if we were to extrapolate performance based on either Oracle’s reported overall performance for 8th grade students in 2006-07 or the local district’s performance.

If the passing rate of 12.5% were extrapolated to apply to all students in the 2007 cohort, then the expected value of all students in the 2007 cohort who did not pass the 8th grade Mathematics assessment (scored at Level 2 and Level) would be 47. Of those 47, approximately 42 would have passed, while it is likely that the five students in the 2007 cohort who did not pass a Mathematics Regents examination also did not achieve proficiency on the 8th grade Mathematics assessment (5 students at a 87.5% probability of failure

rate would result in all 5 students being likely failures as you cannot have a fraction of a child). Therefore, the probable Mathematics Regents passing rate of all students in the 2007 cohort who did not achieve proficiency on the 8th grade Mathematics assessment is 89.4%.

These results are predictive of expected outcomes based on probability and not actual.

Expected Values Predicting Students with 8th Grade Scores at Level 2 or 1								
Who Pass a Mathematics Regents after 4 Years in Cohort								
Cohort Designation	# Students in Cohort	# of Students with 8th Grade Score History	% of Students at Level 2 or 1 in 8th Grade	% of Students at Level 3 or 4 in 8th Grade (Passing Rate)	% of Students at Level 2 or 1 Passing Math Regents	Expected # of All Students in Cohort Scoring at Level 2 or 1	# of Students in Cohort Not Passing Math Regents after 4 Years	% of Students with Probable Level 2 or 1 Performance Passing Math Regents
2006	46	11	81.8%	18.2%	100.0%	38	2	94.7%
2007	52	16	87.5%	12.5%	100.0%	47	5	89.4%

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

GOAL 2: MEASURE 3

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in mathematics. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year’s mathematics AMO. For the 2010-11 school year, our Effective AMO was 167 according the New York State School Report Card which for 2010-11 is 167. The PI is calculated by adding the sum of the percent of students at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

In the table below, we present the calculation of Oracle Charter School’s Performance Index for the 2007 high school accountability cohort. Our PI for 2010-11 is 188.7.

Mathematics Performance Index (PI)						
of 2007 High School Accountability Cohort						
# in Cohort	Percent of Students at Each Performance Level				PI=	AMO =
	Level 1	Level 2	Level 3	Level 4		
2006: 47	2%	2%	93%	2%	193	173
2007: 66	1.9%	7.7%	88.5%	1.9%		
PI	=	7.7%	88.5%	1.9%	=	98.1
			88.5%	1.9%	=	90.6
				PI	=	188.7
			2010-11	AMO	=	167

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**. Oracle Charter School’s Performance Index for Mathematics in relation to the 2007 high school accountability cohort met the New York state Annual Measurable Objective (AMO) of 167 and **exceeded it by 21.7 points**.

GOAL 2: MEASURE 4

Goal 2: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that high school performance data is published on the New York State Accountability and Overview Report and the Comprehensive Information Report on the year after performance is recorded and that students may take Regents exams up through the summer of their fourth year in the cohort, the most recently available district results are presented.

Results

Oracle Charter School’s cohort passing rate for Regents Mathematics is presented in the table below. The 2007 cohort at Oracle Charter School is outperforming the local district by a large measure. 90.4% of Oracle students in the 2007 accountability cohort have met or exceeded state performance standards for secondary Mathematics by the conclusion of their 4th year in the cohort compared with 47% of Buffalo

district students, **an advantage of 43.4 percentile points**. This final performance data of Oracle’s 2007 accountability cohort is presented against performance data for Buffalo school district’s 2006 accountability cohort, the most recent district results available. Although this is not a final comparison, these results are strongly predictive.

The table below presents a final comparison of the Oracle’s 2006 accountability cohort against the Buffalo school district’s 2006 cohort. At the conclusion of their fourth year in the cohort, Oracle students outperformed Buffalo district students by 48.7 percentage points, a statistically significant measure.

Mathematics Regents Passing Rate of Accountability Cohorts						
by Charter School and School District						
	Cohort	Charter School		School District		
		Percent Passing	Cohort Size	Percent Passing	Cohort Size	
	2003					
	2004			47.0%	3084	
	2005	89.4%	47	57.0%	2251	
	2006	95.7%	46	47.0%	3479	
	2007	88.9%	54	47.0%	3479	

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

A final comparison of student performance after four years in the charter school for the 2006 cohort indicates that Oracle students exceeded district performance by 48.7 percentage points, a large measure.

A preliminary comparison of student performance after four years in the charter school for the 2007 cohort is strongly predictive that Oracle students will similarly exceed district performance by a large measure.

ADDITIONAL EVIDENCE: COMPARATIVE RESULTS ALL TEST-TAKERS

The following tables present Oracle Charter School’s performance on the individual Mathematics Regents examinations for all test takers in the 2011 assessment year. This data is compared with the last reported performance for all test takers in the Buffalo school district. This data is presented in keeping with the New York State Comprehensive Information Report practice of reporting performance of all test-takers in a given assessment year.

Integrated Algebra

Comparative 2011 Comprehensive Integrated Algebra Regents					
Passing Rate by Charter School and Local District					
Exam Year	Charter School		School District		
	Percent Passing	# Tested	Percent Passing	# Tested	
2006					
2007					
2008	29.0%	75	43.0%	2717	
2009	27.6%	76	37.0%	3900	
2010	53.7%	147	41.0%	4412	
2011	70.5%	132	41.0%	4412	

Our comparison scores for the 2011 assessment year are preliminary and, at best, predictive. However, based on the data available, we predict that for the 2011 assessment year Oracle Charter School students will outperform students in the local district on the Integrated Algebra Regents examination by a significant margin. As evidenced by the chart, Oracle has experienced a steady increase in scores the past two years to the point where **Integrated Algebra proficiency level is nearly 30 percentile points higher than Buffalo schools**. The internal measures are also significant as Oracle has not only doubled the number of test takers, but has also increased the passing rate by over 40 percentile points.

The performance of all test-takers in the 2010 assessment year at Oracle Charter School on the Integrated Algebra examination is 53.7% compared with 41% of all test-takers in the Buffalo school district. The comparison of all test-takers for the 2009 examination year is final, with 27.6% of students at Oracle Charter School passing the Integrated Algebra Regents examination compared with 37% of all test-takers in the Buffalo school district. In 2009, Oracle Charter School did not outperform the local district.

As recently as two years ago, students who attended Oracle did not benefit greatly from a mathematics education in our building. However, as a result of higher standards geared towards collaboration, curricular alignment to the Regents exam, and data based problem solving at the teacher and student level, Oracle has made significant strides in our mathematics program so that there is now a profound difference between the level of student achievement at our school versus that of the City of Buffalo Schools.

Geometry

Comparative 2011 Comprehensive Geometry Regents					
Passing Rate by Charter School and Local District					
Exam Year	Charter School		School District		
	Percent Passing	# Tested	Percent Passing	# Tested	
2006					
2007					
2008					
2009	3.8%	53	28.0%	1850	
2010	54.2%	24	24.0%	2887	
2011	31.5%	54	24.0%	2887	

The performance of all test-takers in the 2011 assessment year at Oracle Charter School on the Geometry examination is 31.5% compared with 24% of all test-takers in the Buffalo in 2010, which is the most recent data available at this time. Although 31.5% is a drop from the year prior at Oracle, we sat a significantly larger student group due to our higher standards surrounding Advanced Regents Diplomas. While the percentage denotes a decrease in school performance, it represents an additional 4 students who passed the New York State Geometry Regents versus 2009-10.

The comparison of all test-takers for the 2010 examination year is final, with 54.4% of students at Oracle Charter School passing the Geometry Regents examination compared with 24% of all test-takers in the Buffalo school district. In 2010, Oracle Charter School **significantly outperformed** the local district by 30.4 percentage points.

Algebra II & Trigonometry

Comparative 2011 Algebra II & Trigonometry Regents					
Passing Rate by Charter School and Local District					
Exam Year	Charter School		School District		
	Percent Passing	# Tested	Percent Passing	# Tested	
2006					
2007					
2008					
2009					
2010	5.6%	18	25%	1034	
2011	33.3%	12	25%	1034	

The performance of all test-takers in the 2011 assessment year at Oracle Charter School on the Algebra II & Trigonometry Regents examination is 33.3% (4 students), an increase of 27.7 percentage points (and three students). In 2010, Buffalo school district posted 25% passing rate for all test takers. Our comparison scores for the 2011 assessment year are preliminary and, at best, predictive. However, based on the data available, we predict that for the 2011 assessment year Oracle Charter School students will outperform students in the local district on the Algebra II & Trigonometry Regents examination.

GOAL 2: MEASURE 5

Goal 1: Comparative Measure

Each year, the school will reduce by one-half the percent of students in year one and two of the high school accountability cohort scoring less than 65% on the last quarterly interim assessment in comparison to the same students' results on the first quarterly interim assessment of the year.

Method

Oracle Charter School administers interim assessments at the end of each quarter of instruction. Interim assessments are school-level assessments designed by teachers in collaboration with Oracle's Instructional Leadership team and derived from and rigorously aligned to the Mathematics Regents assessment corresponding to a student's current coursework. Interim assessments include only previous Regents

examination reading comprehension and writing tasks and rely on no teacher-generated assessment questions.

Interim assessments are common across grade-level courses and monitor student proficiency in relation to essential learning standards. Alignment of the school's interim assessments is informed by the school's pacing calendar, including all standards that students should have learned and mastered through each quarter of instruction. The interim assessments provide leading indicator growth data specifically in relation to the Integrated Algebra Regents for students enrolled in Pre-Algebra and/or Integrated Algebra in years one and two of the cohort. Students may successfully complete the Integrated Algebra Regents examination by the conclusion of their first year in the high school cohort. For these students, interim assessment data in year two of the cohort will reflect growth against standards assessed by the Geometry Regents examination.

Results

In the 2010-11 school year, Oracle Charter School teachers began the 2nd year of developing the school's interim assessments, completing three cycles of interim assessments. During the first quarter of the year, school leadership worked with teachers regarding the scope and purpose of interim assessments and refined the school's pacing calendars. In 2010-11, interim assessments were given in the first, second and third quarters. Interim assessments were administered in some classes in the fourth quarter, but teachers were not required to give a 4th benchmark because we believed that we had adequate and accurate information from the 3rd quarter interim to properly remediate prior to the Regents exams. In 2011-12, the charter school will allot three different periods (10 week, 20 week, and 34 weeks) to administer a full sequence of interim assessments beginning in the first quarter and including second and third quarter benchmarks to ensure accurate and regular checks on student progress prior to end of the year tests.

Evaluation

Although data is available for evaluation, we believe that **the nature of this benchmark is inherently flawed**. An absolute bar of 65% on a school developed exam that is comprised of Regents level material does not take into account the cut point that is a part of the New York State Regents examination process. In addition to that, the measure is asking us to quantify growth based upon two exams that cover entirely different quantities of information – the first 10 weeks of the year (interim 1) vs. an exam covers anywhere between $\frac{3}{4}$ and 100% of the course material. Based upon these standards, we did not meet the goal of reducing the by one-half the percent of students in year one and two of the high school accountability cohort scoring less than 65% on the last quarterly interim assessment in comparison to the same students' results on the first quarterly interim assessment of the year. Only three courses made progress in cutting the percent below 65%, including Integrated Algebra (improved by 44%), Geometry (improved by infinity, due to the numbers moved from 100% failing during the 1st interim to 12.5% passing at the last interim), and United States History, which improved on its essay portion only (improved 20.7%). Therefore, Oracle Charter School **did not meet** this measure in 2010-11. Despite this failure, we still find great value in interim assessments, and we believe they made a significant contribution to our 70.5% passing rate for all test takers in the 2010-11 school year in Integrated Algebra.

SUMMARY OF THE MATHEMATICS GOAL

In 2010-11, Oracle Charter School achieved all of our Absolute measures and our Comparative measure. We did not meet our Growth measure based upon interim assessments, though we are confident that the interims led to high levels of achievement in the Absolute and Comparative measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school accountability cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	ACHIEVED
Absolute	Each year, 75 percent of students in the high school accountability cohort who scored at Level 1 or 2 on their New York State 8 th grade exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	ACHIEVED
Absolute	Each year, the school's aggregate Performance Index (PI) on the Regents mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	ACHIEVED
Comparative	Each year, the percent of students in the high school accountability cohort passing the Regents mathematics exam with a score of 65 or above in their fourth year will exceed that of the high school accountability cohort from the local school district.	ACHIEVED
Growth	Each year, the school will reduce by one-half the percent of students in year one and two of the high school accountability cohort scoring less than 65% on the last quarterly interim assessment in comparison to the same students' results on the first quarterly interim assessment of the year.	DID NOT ACHIEVE

ACTION PLAN

Oracle acknowledges that, while we are meeting our goal of student proficiency on a Mathematics Regents in relation to our four year cohort measure, we need to strengthen our leading-indicator data. Goals for improving school performance focus on increasing the percent of students passing the Integrated Algebra Regents by the end of their first year in the cohort and increasing students' average passing score. In 2011-12, we are looking to "Strive for 85" across the curriculum.

Departmental Objective:

In 2010-11, all test takers scored a 70.5% pass rate on the Integrated Algebra exam, an increase of 16.8% from the previous year, and an increase of over 42.9% from the 2008-09 school year. In the 2011-12 school year, we will increase the pass rate for all test takers from 70.5% to 75 in Integrated Algebra.

In 2010-11, the 2010 Cohort (freshmen) posted a 47.4% pass rate on the Integrated Algebra exam, which was the 2nd highest in school history for a freshmen class. In 2011-12, that number will increase to 55% for the 2011 Cohort.

By the end of their second year in the cohort, students will have attained a 75% pass rate.

In relation to Level 4 attainment, the goals including 10% mastery attainment for Integrated, Geometry, and Algebra II Trigonometry.

In 2011-12, we have developed the Pacesetter Model in an effort to raise the standard across the curriculum. Although we posted a passing rate of 70.5% this past year on Integrated Algebra for all test takers, we want to increase the number of students reaching Level 3 and Level 4 to ensure that our students

can be successful in the upper echelon of math so that they can receive an Advanced Regents Diploma. In order to push our limits, we will use the Pacesetter Model to help us close the gap between our achievement scores and Clarence High School (one of the highest performing districts in Western New York). This high bar will encourage collaboration and achievement as we push to “strive for 85.”

Gap:

While 70.5% is significant jump from previous years, we want to increase our proficiency and mastery levels at all levels of mathematics to ensure success in Geometry, Algebra II Trig, and Pre-Calculus. Higher mastery rates in Algebra will provide a foundation for a greater opportunity for future success. The 31.5% proficiency rate in Geometry and 30.8% in Algebra II Trigonometry are far too low for our standards. In 2011-12, Integrated Algebra will achieve a 75% passing rate, while Geometry and Algebra II Trigonometry will achieve a 52% passing rate.

Rationale for Gap:

1. Curriculum alignment and pacing
2. Lack of consistent implementation of effective instructional methodologies
3. Insufficient independent practice
4. Insufficient co-planning amongst teachers in common courses

Rationale for Progress:

1. Purposeful instruction around student, skill-based learning
2. Frequency of Regents-based questions on interim and mastery assessments
3. Collaborative scoring throughout the year
4. Scaffolded lessons that began to be embedded in the curriculum
5. Content area consultants helped to prioritize gaps and strategies
6. Individual goal-setting around student performance goals

Action Plan Strategies:

1. Teacher goal setting around mastery and proficiency levels
2. Mastery learning concepts (charts, repetition of material and opportunities retake assessments until concepts are mastered)
3. Focus on literacy (reading and writing) in content areas with:
 - a. Continued implementation of targeted writing process-based instructional strategies (e.g. Frayer Model; compare and contrast strategies)
 - b. Vocabulary development
 - c. Analytical skills
 - i. Developed through writing
 - ii. Scaffolding and frequency of analytical thinking
 - d. Student skill-based learning

- e. Student work samples
 - f. Student-centered evaluations of short answer questions based upon NYS Regents Rubric
 - g. Student investment in data by identifying progress and gaps towards achievement
4. Professional Development – 90 minutes every Friday focusing on Data Based Problem Solving, Literacy Across the Curriculum, Differentiated Instruction/Special Education
- a. Core Curriculum Maps with support by administration, BOCES, and PICCS staff; ensured the spiraling of core content ideas and skills to promote student mastery
 - b. Implementation of the TERC model of data-based problem solving; utilization of Performance Plus through Curriculum Connector and Data Tracker
 - c. Addition of content specialists to provide assistance in pedagogy through observations, consultation, and strategic examinations of rigor
 - d. Increased used of Regents-based, aligned mastery assessments (unit tests, quizzes, and daily checks for understanding) to improve reading and writing skills
 - e. Provide time and best practices to promote communication, student-centered learning, and parental interaction to increase student outcomes (Mobile Learning Devices, Castle Learning, Performance Plus, Parent Portal, eSchool, AIS, Credit Recovery through NovaNet)
5. Administrative Support:
- a. Continued use of interim assessments to provide progress checks
 - b. Breakout sessions each Friday; literacy support (observation and feedback) 1x/week
 - c. Observation and feedback by the trainers for literacy and Special Education
 - d. Creation of the position of Director of Instruction
 - e. Common planning time for each course with the Director of Instruction and content specialists
 - f. Accountability check by administrators
 - g. Hire an additional Special Education teacher to ensure support in mathematics; goals will be established around Special Education achievement to close the gap between SPED and General Education scores
 - h. Freshmen Academy: Bolstered the skills of incoming freshmen prior to the start of the school year for students who were identified as at-risk
 - i. Public displays and celebrations of achievement and mastery to promote student achievement

SCIENCE: Goal 3

Goal 3: Science

Oracle Charter School students will demonstrate competency in the understanding of scientific concepts and the application of scientific reasoning.

BACKGROUND

In 2010-11, the Science department at Oracle Charter School taught Living Environment in ninth grade, Earth Science in tenth grade, and Chemistry or science electives in Forensics and Anatomy & Physiology for students who had attained their Science Regents credit.

Only students who had attained a Science and Math Regents credit were able to enroll in Chemistry. After Chemistry, students were able to choose from the Anatomy/Forensics elective combination or Biology. All of the Science electives relied heavily on authentic activities like dissecting, water sampling and multiple field trips.

GOAL 3: MEASURE 1

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, and Chemistry. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams; once they passed a science exam, their performance on subsequent exams did not affect their status as passing. Students have until the summer of their fourth year to pass a science exam.

Results

The table below presents Oracle Charter School's results in relation to this measure.

The 2005 accountability cohort comprises the school's first cohort, and the majority of whom graduated at the conclusion of the 2008-09 school year. Seven students in the 2005 cohort returned to Oracle Charter School in the 2009-10 as fifth year cohort students and graduated at the conclusion of the 2009-10 school year.

The 2006 accountability cohort comprises the school's second cohort; the majority of these students were enrolled in the 12th grade in 2009-10 and had multiple opportunities to take the Living Environment, Earth Science, and Chemistry Regents examinations. Three additional students passed in the 2010-11 school year.

The 2007 accountability cohort comprises students the majority of whom were enrolled in Oracle's 12th grade. These students have had the opportunity to take the Living Environment, Earth Science, and Chemistry Regents examinations.

The 2008 accountability cohort comprises students, the majority of whom were enrolled in the school's 11th grade. These students have had the opportunity to take the Living Environment, Earth Science and Chemistry Regents examinations.

The 2009 accountability cohort comprises 87 students, all of whom were enrolled in either the school's 9th and 10th grade this past year. These students have had the opportunity to take the Living Environment and/or Earth Science Regents examinations.

The 2010 accountability cohort comprises 81 students, all of whom were enrolled in the school's 9th grade this past year. These students have had the opportunity to take the Living Environment Regents examination.

Oracle Charter School's passing rate in Regents Science for the 2007 cohort is **92.0%**. The cohort number for science is 50 as opposed to 52 due to the entrance of two seniors during the 2010-11 school year from Ohio. Per New York State law, they were exempt from their Science and Global Studies Regents requirement but were still provided the opportunity to earn their Regents Diploma once they passed the other three Regents exams.

The interim passing rate for the 2008 cohort is **75.3%**; for the 2009 cohort, it is **48.3%**; and for the 2010 cohort, it is **70.5%**. The 70.5% pass rate for our freshman class is the highest achievement level in the history of Oracle. The 48.3 pass rate for our 2009 cohort is considerably low, and we are applying several resources – AIS intervention and an extra teacher for lab classes – to ensure that students in that cohort receive the strategic support necessary to earn their Regents credit.

Science Regents Passing Rate by Accountability Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003												
2004												
2005	60	43.3%	48	41.7%	48	64.6%	47	91.5%	44	95.5%	44	95.5%
2006			62	60.0%	44	77.3%	50	78.0%	46	89.1%	46	95.7%
2007					68	53.2%	66	63.6%	61	73.8%	50	92.0%
2008							88	38.6%	89	61.8%	77	75.3%
2009									109	30.3%	87	48.3%
2010											81	70.5%

Evaluation

In relation to this measure, Oracle Charter School has **met and exceeded the goal** for the 2007 accountability cohort with a 92.0% pass rate.

In relation to this measure, Oracle Charter School *has already met and exceeded the goal* for the 2008 accountability cohort. In addition, the 2010 cohort, which just finished its freshman year, is close to meeting this benchmark after just one science Regents examination. The 2009 cohort has posted low achievement levels, which is a direct consequence of teacher turnover during their two years in science. We are prioritizing additional class time and AIS to support these students in reaching their science Regents requirement.

ADDITIONAL EVIDENCE: SCIENCE REGENTS PERFORMANCE LEVEL AND PASSING RATE BY FOURTH YEAR ACCOUNTABILITY COHORT

The following table presents Oracle Charter School's Science Regents examination passing rate by performance level, accountability cohort and year. This data tracks Oracle Charter School students' performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort.

84.0% of the 2007 accountability cohort passed a Science Regents examination with scores between 65 and 84. This is a slight decrease from the previous cohort's passing rate at Level 3 of 84.8%.

8.0% of the 2007 accountability cohort passed a Science Regents examination with scores between 85 and 100%. **This is the highest rate of Level 4 achievement in Oracle history.**

Overall, **92.0%** of the 2007 accountability cohort passed a Science Regents examination. **This is the highest performance level for overall passing rate in Oracle history.**

Science Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort						
Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	n/a	n/a	n/a	n/a	n/a	n/a
2004	n/a	n/a	n/a	n/a	n/a	n/a
2005	47	6.4%	2.1%	87.2%	4.3%	91.5%
2006	46	8.7%	0.0%	84.8%	4.3%	89.1%
2007	50	0.0%	8.10%	84.0%	8.0%	92.0%

ADDITIONAL EVIDENCE: PASSING RATE BY ACCOUNTABILITY COHORT AND YEAR

The following table presents Oracle Charter School's interim Science Regents passing rate by Accountability Cohort and Year. This data tracks Oracle Charter School students' performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort. As is clear from the table below, we are improving our performance with subsequent cohorts by increasing the students' passing rate after two and three years in the cohort.

91.5% of the students in the 2005 Accountability cohort graduated from Oracle Charter School with a passing rate on the Science Regents. By the conclusion of their fifth year in the cohort, students in the 2005 Accountability cohort had achieved a Science Regents passing rate of **95.5%**.

By the conclusion of their fourth year in the cohort, the 2006 Accountability cohort had achieved an **89.1%** passing rate which compares with the 91.5% passing rate of the 2005 Accountability cohort at the same point in their progress through the cohort. By the conclusion of their fifth year, the 2006 Accountability cohort had a 95.7% passing rate.

By the conclusion of their third year in the cohort, the 2007 Accountability cohort has achieved a passing rate of **92.0%**, compared with 91.5% (2005) and 89.1% (2006) passing rates the previous two years.

By the conclusion of their third year in the cohort, the 2008 Accountability cohort has achieved a passing rate of **75.3%**, compared with the 2007 cohort's passing rate of 73.8%, the 2006 cohort's passing rate of 78.0% and the 2005 cohort's passing rate of 64.6% at the conclusion of the third year in the cohort.

By the conclusion of their second year in the cohort, the 2009 Accountability cohort has achieved a passing rate of **48.3%**, compared to the previous passing rates of 61.8% for the 2008 cohort, 63.6% for the 2007 cohort, 77.3% for the 2006 cohort, and 41.7% for the 2005 cohort at the conclusion of the second year in the charter school cohort. This low achievement rate has prompted us to add an additional teacher to the science department to offer lab time to increase high level application skills, as well as offer an AIS to ensure that these students pass their science Regents exam.

By the conclusion of their first year in the cohort, the 2010 Accountability cohort has achieved a passing rate of **70.5%**, a rate that is higher than the 2009 cohort (30.3%), the 2008 cohort (38.6%), the 2007 cohort (53.2%), the 2006 cohort (60.0%), and the 2005 cohort (43.3%).

Science Regents Passing Rate by Accountability Cohort and Year					
	Year 2	Year 3	Year 4	Year 5	Year 6
2005	41.7%	64.6%	91.5%	95.5%	95.5%
2006	77.3%	78.0%	89.1%	89.1%	
2007	63.6%	73.8%	92.0%		
2008	61.8%	75.3%			
2009	48.3%				
2010	(Year 1) 70.5%				

GOAL 3: MEASURE 2

Goal 3: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that high school performance data is published on the New York State Accountability and Overview Report and the Comprehensive Information Report on the year after performance is recorded and that students may take Regents exams up through the summer of their fourth year in the cohort, the most recently available district results are presented.

Results

Oracle Charter School’s cohort passing rate for Regents Science is presented in the table below. The 2007 cohort at Oracle Charter School is outperforming the local district by a significant measure. 92.0% of Oracle students in the 2007 accountability cohort have met or exceeded state performance standards for secondary Science by the conclusion of their 4th year in the cohort compared with 56% of Buffalo district students, a difference of **36.0 percentile points**.

This final performance data of Oracle’s 2007 accountability cohort is compared against performance data for Buffalo school district’s 2006 accountability cohort, the most recent district results available. Although this is not a final comparison, these results are strongly predictive.

The table below presents a final comparison of the Oracle’s 2006 accountability cohort against the Buffalo school district’s 2006 cohort. At the conclusion of their fourth year in the cohort, **Oracle students outperformed Buffalo district students by 33.1 percentage points**, a significant margin.

Science Regents Passing Rate of Accountability Cohorts					
by Charter School and School District					
Cohort	Charter School		School District		
	Percent Passing	Cohort Size	Percent Passing	Cohort Size	
2003					
2004			53.0%	3084	
2005	91.5%	47	57.0%	2151	
2006	89.1%	46	56.0%	3479	
2007	92.0%	52	56.0%	3479	

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

A final comparison of student performance after four years in the charter school for the 2005 cohort indicates that Oracle students exceeded district performance by 34.5 percentage points.

A final comparison of student performance after four years in the charter school for the 2006 cohort indicates that Oracle students exceeded district performance by 33.1 percentage points.

The 2007 cohort continued the positive trend for Oracle by outperforming Buffalo Schools by 36 percentile points. A comparison of student performance after four years in the charter school for the 2007 cohort is strongly predictive that Oracle students will similarly exceed district performance by a large measure. As is evident from these data points, a student graduating from Oracle has a significantly higher probability of attaining their Science Regents credit.

ADDITIONAL EVIDENCE: COMPARATIVE RESULTS ALL TEST-TAKERS

The following tables present Oracle Charter School’s performance on the individual Science Regents examinations for all test takers in the 2011 assessment year. This data is compared with the last reported performance for all test takers in the Buffalo school district. This data is presented in keeping with the New York State Comprehensive Information Report practice of reporting performance of all test-takers in a given assessment year.

Living Environment

Comparative 2011 Living Environment Regents					
Passing Rate by Charter School and Local District					
	Exam Year	Charter School		School District	
		Percent Passing	# Tested	Percent Passing	# Tested
	2006	43.3%	60	54.0%	2453
	2007	60.4%	53	51.0%	2865
	2008	54.7%	64	55.0%	3099
	2009	43.4%	136	58.0%	3097
	2010	27.4%	179	52.0%	3166
	2011	71.6%	109	52.0%	3166

The comparison of all test-takers for the 2009 examination year is final, with 43.4% of students at Oracle Charter School passing the Living Environment Regents examination compared with 58% of all test-takers in the Buffalo school district. In 2009, Oracle Charter School did not outperform the local district.

The comparison of all test-takers for the 2010 assessment year at Oracle Charter School on the Living Environment examination is 27.4%, compared with 58% of all test-takers in the Buffalo school district. Our comparison scores for the 2010 assessment year showed that we underperformed students in the local district on the Living Environment Regents examination.

However, despite these significantly low scores, Oracle Charter School rebounded in 2011 as we posted our highest scores to date on Living Environment. This came as a result of curricular alignment, content expert intervention, and proper teacher placement. The teacher’s focus on mastery learning invested the students in their learning, and it encouraged many of them to actively seek out opportunities to relearn and master the material. Our 2011 scores demonstrated a passing rate of 71.6%, which, when compared to 2010 data from Buffalo schools, predicts that we will outperform the district by nearly 20%, a significant margin. This pass rate also represent a 44.2 percentile point improvement over 2009-10 scores.

Earth Science

Comparative 2010 Comprehensive Earth Science Regents					
Passing Rate by Charter School and Local District					
	Exam Year	Charter School		School District	
		Percent Passing	# Tested	Percent Passing	# Tested
	2006			35.0%	2423
	2007			37.0%	1639
	2008	59.5%	37	39.0%	2054
	2009	52.6%	95	33.0%	2584
	2010	25.0%	132	36.0%	2385
	2011	26.4%	99	36.0%	2385

The comparison of all test-takers for the 2009 examination year is final, with 52.6% of students at Oracle Charter School passing the Earth Science Regents examination compared with 33% of all test-takers in the Buffalo school district. In 2009, Oracle Charter School outperformed the local district by 19.6 percentage points, a significant measure.

The performance of all test-takers in the 2010 assessment year at Oracle Charter School on the Earth Science examination is 25.0% compared with 36% of all test-takers in the Buffalo school district.

The performance of all test-takers in the 2011 assessment year at Oracle Charter School on the Earth Science examination is 26.4%. Our comparison scores for the 2011 assessment year are preliminary and, at best, predictive. However, based on the data available, we predict that for the 2011 assessment year Oracle Charter School students will underperform students in the local district on the Earth Science Regents examination. The results were significantly impacted by teacher turnover, which resulted from teacher illness (Case 1) and family illness (Case 2).

Chemistry

Comparative 2010 Comprehensive Chemistry Regents					
Passing Rate by Charter School and Local District					
	Exam Year	Charter School		School District	
		Percent Passing	# Tested	Percent Passing	# Tested
	2006			46.0%	1179
	2007	18.8%	48	41.0%	989
	2008	18.4%	38	48.0%	867
	2009	47.4%	19	45.0%	877
	2010	0.0%	20	46.0%	835
	2011	50.0%	22	46.0%	835

The comparison of all test-takers for the 2009 examination year is final, with 47.4% of students at Oracle Charter School passing the Chemistry Regents examination compared with 45.0% of all test-takers in the Buffalo school district. In 2009, Oracle Charter School outperformed the local district by 2.4 percentage points, a small measure.

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The performance of all test-takers in the 2010 assessment year at Oracle Charter School on the Chemistry Regents examination is 0.0% compared with 46% of all test-takers in the Buffalo school district. Based on the data available for the 2010 assessment year, Oracle Charter School students will significantly underperform students in the local district on the Chemistry Regents examination.

The performance of all test-takers in the 2011 assessment year at Oracle Charter School on the Chemistry Regents examination is 50.0%, a marked improvement from the 2010 school year. Based on the data available from the district in 2010, we predict that we will outperform the Buffalo school district. This came as a result of strong curricular alignment, content expert intervention, teacher placement, and a dogged focus on Regents level questions and aligned preparation. The teacher's use of data and constant intervention invested the students in their learning, and it encouraged many of them to actively seek out opportunities to relearn and master the material.

SUMMARY

In 2010-11, Oracle Charter School achieved both our Absolute measure and our Comparative measure for Science.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school accountability cohort will score at least 65 on a New York State science exam by the completion of their fourth year in the cohort.	ACHIEVED
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.	ACHIEVED

ACTION PLAN

Oracle acknowledges that, while we are meeting our goal of student proficiency on a Science Regents in relation to our four year cohort measure, we need to strengthen our leading-indicator data. Goals for improving school performance focus on increasing the percent of students passing the Living Environment Regents by the end of their first year in the cohort and increasing the percentage of students scoring at higher levels, with the rationale that these students are set up to successfully attain a second science Regents credit.

Departmental Objective:

Increase the percentage of students passing the Living Environment Regents at the end of their first year in the cohort from 70.5% to 75%.

Increase the percentage of students passing the Living Environment Regents examination with scores of 85% or higher from 8.9% to 15%.

Increase the percentage of students passing the Earth Science Regents from 19.2% to 50%.

Chemistry: Increase the percentage of mastery from 0% to 10%, and increase the level of proficiency by 50% to 62.5%.

As with the other core content areas, we will use the Pacesetter Model to set benchmarks against Clarence

High School. These benchmarks will promote higher levels of mastery across the content.

Gap:

9th grade students at Oracle Charter School take Living Environment as their first Regents science course. Following the first administration of Regents science examinations, 70.5% of 9th grade student passed. Moreover, of all test-takers, which included first time test-takers as well as student repeating the course and/or examination, 71.6% passed. Chemistry scores increased from the previous year (0% pass rate in 2009-10) to 50%, with no students scoring at either Level 4 or Level 1. Although these are both significant improvements over previous years, we still need to improve our levels of mastery and overall proficiency so that our students are competitive at the higher levels of science.

Regents scores for all test-takers in 2010-11 for Earth Science continued to hover around 25% for the second consecutive year, a number that is far too low for our standards.

Rationale for Gap:

1. Curriculum alignment and pacing
2. Lack of consistent implementation of effective instructional methodologies
3. Teacher turnover due to health issues and family matters
4. Insufficient and ineffective use of data

Rationale for Progress:

1. Purposeful instruction around student, skill-based learning
2. Frequency of Regents-based questions on interim and mastery assessments
3. Content area consultants helped to prioritize gaps and strategies
4. Individual goal-setting around proficiency goals

Action Plan Strategies:

1. Teacher goal setting around mastery and proficiency levels
2. Mastery learning concepts (charts, repetition of material and opportunities retake assessments until concepts are mastered)
3. Added an additional teacher to the department focused solely on labs and higher level application of science concepts
4. Focus on literacy (reading and writing) in content areas with:
 - a. Continued implementation of targeted writing process-based instructional strategies (e.g. Frayer Model; compare and contrast strategies)
 - b. Vocabulary development
 - c. Analytical skills
 - i. Developed through writing
 - ii. Scaffolding and frequency of analytical thinking
 - d. Student skill-based learning

- e. Student work samples
 - f. Student-centered evaluations of short answer questions based upon NYS Regents Rubric
 - g. Student investment in data by identifying progress and gaps towards achievement
5. Professional Development – 90 minutes every Friday focusing on Data Based Problem Solving, Literacy Across the Curriculum, Differentiated Instruction/Special Education
- a. Extensive Core Curriculum Maps with support by administration, BOCES, and PICCS staff; ensured the spiraling of core content ideas and skills to promote student mastery
 - b. Implementation of the TERC model of data-based problem solving; utilization of Performance Plus through Curriculum Connector and Data Tracker
 - c. Addition of content specialists to provide assistance in pedagogy through observations, consultation, and strategic examinations of rigor
 - d. Increased used of Regents-based, aligned mastery assessments (unit tests, quizzes, and daily checks for understanding) to improve reading and writing skills
 - e. Provide time and best practices to promote communication, student-centered learning, and parental interaction to increase student outcomes (Mobile Learning Devices, Castle Learning, Performance Plus, Parent Portal, eSchool, AIS, Credit Recovery through NovaNet)
6. Administrative Support:
- a. Continued use of interim assessments to provide progress checks
 - b. Breakout sessions each Friday; literacy support (observation and feedback) 1x/week
 - c. Observation and feedback by the trainers for literacy and Special Education
 - d. Creation of the position of Director of Instruction
 - e. Common planning time for each course with the Director of Instruction and content specialists
 - f. Accountability check by administrators
 - g. Freshmen Academy: Bolstered the skills of incoming freshmen prior to the start of the school year for students who were identified as at-risk
 - h. Public displays and celebrations of achievement and mastery to promote student achievement

SOCIAL STUDIES: Goal 4

Goal 4: Social Studies

Oracle Charter School students will demonstrate competency in the understanding of Social Studies and citizenship concepts and the application of historical knowledge.

BACKGROUND

During the 2010-11 school year, Oracle Charter School offered year-long one credit Social Studies courses in grades 12. Courses include Global Studies and Geography I; Global Studies and Geography II; United States History and Government; AP U.S. History; and AP U.S. Government and Politics. Additionally, two half-year, half-credit courses, Economics and Participation in Government, were required for seniors.

Global Studies I and II creates a two year curriculum arc perfectly suited for developing students' critical and evaluative skills, interpreting original documents, and participating in authentic learning opportunities which share a similar curricular structure to that of the middle school curriculum, but in addition, teachers must prepare students for the Regents exam. Combined, Global I and II study a chronological history of the world beginning with the ancient world and ending with the present day. U.S. History is primarily offered to 11th graders and has a slightly smaller scope, but is equally accountable to its own Regents exam at the end of the year. The 2010-11 school year was the first year where we piloted a U.S. History Regents class for 9th grade students. The pilot program was a success and will be doubled in 2011-12.

GOAL 4: MEASURE 1

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the U.S. History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and have until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2010-11, the 2007 Cohort finished its fourth year.

Results

The table below presents Oracle Charter School's results in relation to this measure.

The 2005 accountability cohort comprises the school's first cohort, and the majority of whom graduated at the conclusion of the 2008-09 school year. Seven students in the 2005 cohort returned to Oracle Charter School in 2009-10 as fifth year cohort students and graduated at the conclusion of the 2009-10 school year.

The 2006 accountability cohort comprises students in the charter school's second cohort, the majority of whom graduated at the conclusion of the 2009-10 school year. Three students in the 2006 cohort returned

to Oracle Charter School in 2010-11 as fifth year cohort students and graduated at the conclusion of the 2010-11 school year.

The 2007 accountability cohort comprises 52 students, but for the chart that follows we only accounted for 51 students due to a single student not taking the Regents exam to date. This student has been retained for a 5th year.

The 2008 accountability cohort comprises 77 students, the majority of whom were in the 11th grade during the 2010-11 school year. The majority of these students took the exam this past school year.

In 2010-11, we initiated our first freshmen U.S. History class, which added an additional group to the test taking pool. Seven students successfully passed the class, which is generally intended to be delivered during a student's 11th grade year.

No other cohort groups in the school have yet attempted this Regents examination.

Oracle Charter School's passing rate on the U.S. History Regents for the 2007 cohort is **96.1%**.

The interim passing rate for the 2008 cohort is **67.5%**.

The interim passing rate for the 2009 cohort is **1.1%**, as most of these students have not yet taken the class or exam.

The interim passing rate for the 2010 cohort is **9.0%**. As mentioned above, this was a result of a pilot group that took U.S. History as freshmen.

U.S. History Regents Passing Rate by Accountability Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003												
2004												
2005	n/a	n/a	n/a	n/a	48	50.0%	47	89.4%	44	95.5%	44	95.5%
2006			n/a	n/a	n/a	n/a	50	62.0%	46	93.5%	46	93.5%
2007							n/a	n/a	61	62.3%	51	96.1%
2008											77	67.5%
2009											87	1.1%
2010											81	9.0%

Evaluation

In relation to this measure, Oracle Charter School has **met and exceeded the goal** for the 2007 accountability cohort. It was the highest performance by an accountability cohort to date.

In relation to this measure, Oracle Charter School is ***on track to meet the goal*** for the 2008 accountability cohort. **It is currently the highest achievement level for an accountability cohort completing its third year at Oracle.**

ADDITIONAL EVIDENCE: U.S. HISTORY REGENTS PERFORMANCE LEVEL AND PASSING RATE BY FOURTH YEAR ACCOUNTABILITY COHORT

The following table presents Oracle Charter School's U.S. History Regents examination passing rate by performance level, accountability cohort and year. This data tracks Oracle Charter School students' performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort.

72.2% of the 2007 accountability cohort passed the U.S. History Regents examination with scores between 65 and 84%. This is a decrease from the previous cohort's passing rate at Level 3 of 82.6%, but the decrease from the previous year is a direct result of the **increase in scores at Level 4 for the 2007 cohort**. **18.5%** of the 2007 accountability cohort passed the U.S. History Regents examination with scores between 85 and 100%. This is a significant increase from the previous cohort's passing rate at Level 4 of 8.7%, and it ranks first in relation to all three graduating accountability cohorts for both mastery and percent passing. This is a direct correlation to the increase in rigor throughout the school.

Overall, **96.1%** of the 2007 accountability cohort passed the U.S. History Regents examination. This was a significant increase over previous years.

U.S History Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort						
Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	n/a	n/a	n/a	n/a	n/a	n/a
2004	n/a	n/a	n/a	n/a	n/a	n/a
2005	47	4.3%	4.3%	72.3%	17.0%	89.4%
2006	46	4.3%	2.2%	82.6%	8.7%	91.3%
2007	51	3.9%	0%	76.5%	19.6%	96.1%

ADDITIONAL EVIDENCE: PASSING RATE BY ACCOUNTABILITY COHORT AND YEAR

The following table presents Oracle Charter School's current U.S. History Regents passing rate by Accountability Cohort and Year. This data tracks Oracle Charter School students' performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort. As is clear from the table below, we are improving our performance with subsequent cohorts by increasing the students' passing rate after three years in the cohort.

The majority of students in the 2005 Accountability cohort graduated from Oracle Charter School with a passing rate by the conclusion of the fourth year in the cohort of **89.4%**. By the conclusion of their fifth year in the cohort, students in the 2005 accountability cohort had achieved a U.S. History Regents passing rate

of **95.5%**. The 2006 cohort maintained their passing percentage of 93.5% for both 4-year and 5-year graduation rates.

The 2007 cohort graduated with a 96.1% passing rate on the U.S. History Regents examination by the conclusion of their fourth year in the cohort, which is the highest among the three graduating classes.

The 2008 cohort currently has a 67.5% passing rate on the U.S. History Regents examination by the conclusion of their third year in the cohort. As noted before and reiterated in the chart below, that is the highest performance for a cohort at the conclusion of their third year.

U.S. History Regents Passing Rate				
by Accountability Cohort and Year				
	Year 3	Year 4	Year 5	Year 6
2005	50.0%	89.4%	95.5%	95.5%
2006	62.0%	93.5%	93.5%	
2007	62.3%	96.1%		
2008	67.5%			

GOAL 4: MEASURE 2

Goal 4: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that high school performance data is published on the New York State Accountability and Overview Report and the Comprehensive Information Report on the year after performance is recorded and that students may take Regents exams up through the summer of their fourth year in the cohort, the most recently available district results are presented.

Results

Oracle Charter School’s cohort passing rate for the U.S. History Regents is presented in the table below.

Based on final comparison data, the 2005 cohort at Oracle Charter School outperformed the local district by 33.4 percentage points, a significant measure. **89.4%** of Oracle students in the 2005 accountability cohort have met or exceeded state performance standards for secondary studies in U.S. History by the conclusion of their 4th year in the cohort compared with 56% of Buffalo district students.

The 2006 cohort at Oracle Charter School outperformed the local district by a significant measure. 93.5% of Oracle students in the 2006 accountability cohort met or exceeded state performance standards for U.S. History by the conclusion of their 4th year in the cohort, compared with 49% of Buffalo district students.

The comparison of Oracle’s 2007 accountability cohort is presented against performance data for the Buffalo school district’s 2006 accountability cohort, the most recent district results available. Oracle’s

2007 accountability cohort achieved a 96.1% passing rate on the U.S. History Regents compared to a 49% passing rate in Buffalo schools in 2006. Although this is not a final cohort comparison, these results are strongly predictive and show a difference of **47.1 percentile points**.

U.S. History Regents Passing Rate of Accountability Cohorts					
by Charter School and School District					
	Cohort	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
	2003				
	2004			48.0%	3084
	2005	89.4%	47	56.0%	2251
	2006	93.5%	46	49.0%	3479
	2007	96.1%	51	49.0%	3479

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

A final comparison of student performance after four years in the charter school for the 2006 cohort indicates that Oracle students exceeded district performance by 44.5 percentage points.

A preliminary comparison of student performance after four years in the charter school for the 2007 cohort is strongly predictive that Oracle students will similarly exceed district performance by a significant measure. Currently, we predict that margin to be **47.1 percentile points**.

ADDITIONAL EVIDENCE: COMPARATIVE RESULTS ALL TEST-TAKERS

The following table presents Oracle Charter School’s performance on the U.S History Regents examination for all test takers in the 2011 assessment year. This data is compared with the last reported performance for all test takers in the Buffalo school district. This data is presented in keeping with the New York State Comprehensive Information Report practice of reporting performance of all test-takers in a given assessment year.

The performance of all test-takers in the 2010-11 assessment year at Oracle Charter School on the U.S. History Regents examination is 75% compared with 66% of all test-takers in the Buffalo school district (comparison data taken from the 2009-10 results). This accounts for an improvement of 8 percentile points in addition to sitting 29 more students than our previous high.

In relation to this measure, Oracle Charter School is currently performing better than our local district. As demonstrated by the data below, Oracle’s efforts to increase rigor in the classroom has resulted in a significant improvement in the learning and achievement for our students.

Comparative 2010 Comprehensive U.S. History Regents					
Passing Rate by Charter School and Local District					
	Exam Year	Charter School		School District	
		Percent Passing	# Tested	Percent Passing	# Tested
	2006			69.0%	2243
	2007			64.0%	2114
	2008	70.6%	34	75.0%	1988
	2009	71.4%	63	68.0%	2060
	2010	67.6%	71	66.0%	2309
	2011	75.0%	100	66.0%	2309

GOAL 4: MEASURE 3

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and have until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2010-11, the 2007 Cohort finished its fourth year.

Results

The table below presents Oracle Charter School’s interim results in relation to this measure.

The 2005 accountability cohort comprises the school’s first cohort, and the majority of whom graduated at the conclusion of the 2008-09 school year. Seven students in the 2005 cohort returned to Oracle Charter School in the 2009-10 as fifth year cohort students and graduated at the conclusion of the 2009-10 school year.

The 2006 accountability cohort comprises 46 students, the majority of whom graduated at the conclusion of the 2009-10 school year. These students had the opportunity to take the Global Studies Regents examination for the first time in June 2008 and have had the opportunity to take this examination multiple times. Three additional students graduated in June 2011.

The 2007 accountability cohort comprises 52 students, the majority of whom were enrolled in Oracle’s 12th grade and graduated at the end of the 2010-11 school year. These students had the opportunity to take the Global Studies Regents examination for the first time in June 2009 and had the opportunity to take this examination multiple times. The cohort number used in the chart below for Global Studies is 50 as opposed to 52 due to the entrance of two seniors during the 2010-11 school year from Ohio. Per New York State law, they were exempt from their Science and Global Studies Regents requirement but were still provided the opportunity to earn their Regents Diploma once they passed the other three Regents exams.

Oracle Charter School 2010-11 Accountability Plan Progress Report

The 2008 accountability cohort comprises 77 students, the majority of whom were enrolled in Oracle's 11th grade. These students had the opportunity to take the Global Studies Regents examination for the first time in June 2010 and had the opportunity to take this examination multiple times.

The 2009 accountability cohort comprises 87 students, the majority of whom were enrolled in Oracle's 10th grade. These students took the Global Studies Regents examination for the first time in June 2011.

Oracle Charter School's passing rate in Regents Global Studies for the 2007 cohort is **88.0%**.

The school's interim passing rate for the 2008 cohort is **58.4%** and **39.1%** for the 2009 cohort.

Evaluation

In relation to this measure, Oracle Charter School has **met the goal** and exceeded it for the 2007 accountability cohort.

In relation to this measure, Oracle Charter School identifies this assessment as an area of priority for the 2008 accountability cohort. The 58.4% pass rate is comparable to the 2005 cohort's number prior to their senior year, but we recognize that these numbers necessitate our focus to ensure that our next graduating class attains not only the benchmark, but also achieves on par with previous graduating classes. We also see that trend developing in our 2009 accountability cohort. As a result, we have brought in content experts to ensure that we are properly aligning curriculum and developing student-centered interventions to improve student achievement.

ADDITIONAL EVIDENCE: GLOBAL HISTORY REGENTS PERFORMANCE LEVEL AND PASSING RATE BY FOURTH YEAR ACCOUNTABILITY COHORT

The following table presents Oracle Charter School's Global History Regents examination passing rate by performance level, accountability cohort and year. This data tracks Oracle Charter School students' performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort.

80.0% of the 2007 accountability cohort passed the Global History Regents examination with scores between 65 and 84%. This is slight decrease from the previous cohort's Level 3 score of 82.6%, however this is related to the **increase of Level 4 mastery scores**. Although the increase has been incremental, the Level 4 achievement has steadily increased for each of our accountability cohorts. **8.0%** of the 2007 accountability cohort passed the Global History Regents examination with scores between 85 and 100%. This is an increase from the previous cohort's passing rate at Level 4 of 6.5%.

Overall, **88.0%** of the 2007 accountability cohort passed the Global History Regents examination. This is a slight decrease from the previous cohort's achievement rate, however it is in the same range as both of the previous graduating classes.

Global Studies Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort						
Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	n/a	n/a	n/a	n/a	n/a	n/a
2004	n/a	n/a	n/a	n/a	n/a	n/a
2005	47	10.6%	0.0%	83.0%	4.3%	87.2%
2006	46	4.3%	6.5%	82.6%	6.5%	89.1%
2007	50	6.0%	6.0%	80.0%	8.0%	88.0%

ADDITIONAL EVIDENCE: PASSING RATE BY ACCOUNTABILITY COHORT AND YEAR

The following table presents Oracle Charter School's interim Global Studies Regents passing rate by Accountability Cohort and Year. This data tracks Oracle Charter School students' performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in

the accountability cohort. As is clear from the table below, we are improving our performance with subsequent cohorts by increasing the students' passing rate after two and three years in the cohort.

The majority of students in the 2005 Accountability cohort graduated from Oracle Charter School with a passing rate by the conclusion of their fourth year in the cohort of **87.2%**. By the conclusion of their fifth year in the cohort, students in the 2005 Accountability cohort had achieved a Global Studies Regents passing rate of **95.5%**.

By the conclusion of their fourth year in the cohort, the 2006 Accountability cohort had achieved an **89.1%** passing rate, which compares with the 87.2% passing rate of the 2005 Accountability cohort at the same point in their progress through the cohort. That score remained the same in the fifth year.

By the conclusion of their fourth year in the cohort, the 2007 Accountability cohort has achieved a passing rate of **88.0%**, compared with the 2006 cohort's passing rate of 89.1% and the 2005 cohort's passing rate of 87.2% at the conclusion of the fourth year in the cohort.

By the conclusion of their third year in the cohort, the 2008 Accountability cohort has achieved a passing rate of **58.4%**, compared with the 2007 cohort's passing rate of 80.3%, the 2006 cohort's passing rate of 68.0%, and the 2005 cohort's passing rate of 58.3% at the conclusion of the third year in the cohort.

By the conclusion of their second year in the cohort, the 2009 Accountability cohort has achieved a passing rate of **39.1%**, compared to the previous passing rates of 44.9% for the 2008 cohort, 57.6% for the 2007 cohort, 61.4% for the 2006 cohort, and 43.8% for the 2005 cohort at the conclusion of the second year in the charter school cohort. As stated above, the present standing for the 2008 and 2009 Accountability cohorts have led us to make concerted efforts to improve the quality of instruction for future classes and provide additional AIS supports so that students in these two cohorts achieve proficiency levels on the Global Studies Regents exam.

Global Studies Regents Passing Rate					
by Accountability Cohort and Year					
	Year 2	Year 3	Year 4	Year 5	Year 6
2005	43.8%	58.3%	87.2%	95.5%	95.5%
2006	61.4%	68.0%	89.1%	89.1%	
2007	57.6%	80.3%	88.0%		
2008	44.9%	58.4%			
2009	39.1%				

GOAL 4: MEASURE 4

Goal 4: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Global Studies Regents exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that high school performance data is published on the New York State Accountability and Overview Report and the Comprehensive Information Report on the year after performance is recorded and that students may take Regents exams up through the summer of their fourth year in the cohort, the most recently available district results are presented.

Results

Oracle Charter School’s cohort passing rate for the Global Studies Regents examination is presented in the table below.

The table presents a final comparison of Oracle’s 2005 accountability cohort against the Buffalo school district’s 2005 cohort performance. At the conclusion of their fourth year in the cohort, Oracle students outperformed Buffalo district students by **47.2 percentage points, a substantial measure.**

The 2006 cohort at Oracle Charter School also outperformed the Buffalo district by a significant measure. **89.1%** of Oracle students in the 2006 accountability cohort have met or exceeded state performance standards for Global Studies by the conclusion of their 4th year in the cohort compared with 45% of Buffalo district students. That is an **advantage of 44.1 percentage points.**

This comparison of Oracle’s 2007 accountability cohort is presented against performance data for Buffalo school district’s 2006 accountability cohort, the most recent district results available. Although this is not a final comparison, these results are strongly predictive. In 2007, we predict the gap will be around 43.5 percentile points, keeping with the trends that indicate that a student at Oracle has a **significantly** greater chance of obtaining their Regents exam credit in Global Studies than if they attended the Buffalo school district.

Global Studies Regents Passing Rate of Accountability Cohorts					
by Charter School and School District					
Cohort	Charter School		School District		
	Percent Passing	Cohort Size	Percent Passing	Cohort Size	
2003					
2004			40.0%	3084	
2005	87.2%	47	57.0%	2251	
2006	89.1%	46	45.0%	3479	
2007	88.5%	52	45.0%	3479	

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

A final comparison of student performance after four years in the charter school for the 2006 cohort indicates that Oracle students exceeded district performance by **44.1 percentage points**.

A preliminary comparison of student performance after four years in the charter school for the 2007 cohort is strongly predictive that Oracle students will similarly exceed district performance by a significant margin. At this time, we predict it will be around **43.5 percentage points greater** than the Buffalo school district.

ADDITIONAL EVIDENCE: COMPARATIVE RESULTS ALL TEST-TAKERS

The following table presents Oracle Charter School’s performance on the Global Studies Regents examination for all test takers in the 2011 assessment year. This data is compared with the last reported performance for all test takers in the Buffalo school district. This data is presented in keeping with the New York State Comprehensive Information Report practice of reporting performance of all test-takers in a given assessment year.

The interim performance of all test-takers in the 2010-11 assessment year at Oracle Charter School on the Global Studies Regents examination is **49.5%** compared with 41% of all test-takers in the Buffalo school district.

In relation to this measure, Oracle Charter School is outperforming the local district by **8.5 percentile points**. Although that is a higher level of performance than the Buffalo school district, we acknowledge that those achievement levels are not up to the standards to which we hold ourselves.

Comparative 2011 Comprehensive Global Studies Regents					
Passing Rate by Charter School and Local District					
		Charter School		School District	
	Exam Year	Percent Passing	# Tested	Percent Passing	# Tested
	2006			44.0%	2696
	2007	58.3%	60	44.0%	2776
	2008	57.6%	59	46.0%	2785
	2009	55.6%	108	45.0%	2846
	2010	45.4%	119	45.0%	2846
	2011	49.5%	107	41.0%	3091

SUMMARY OF SOCIAL STUDIES GOALS:

In 2010-11, Oracle Charter School achieved all of our Absolute measures and all of our Comparative measures for Social Studies.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	ACHIEVED
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	ACHIEVED
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global Studies Regents exam by the completion of their fourth year in the cohort.	ACHIEVED
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the Global Studies Regents exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	ACHIEVED

ACTION PLAN

Oracle acknowledges that, while we are meeting our goal of student proficiency on both the Global Studies and United States History Regents examinations in relation to our four year cohort measure, we need to strengthen our leading-indicator data. Goals for improving school performance focus on increasing the percent of students passing the Global Studies Regents by the end of their second year in the cohort and increasing the percentage of students who pass the United States History Regents by the end of their third year in the cohort.

<p>Departmental Objective:</p> <p>Increase the percentage of students passing the Global Studies Regents at the end of their second year in the cohort from 39.1% to 57.5%. In addition, Level 4 scores will improve from 4% to 10%, and Level 1 scores will decrease from 33.7% to 15%.</p> <p>Increase the percentage of students passing the Global Studies Regents for all test takers from 49.5% to 62.5%.</p> <p>Increase the percentage of students passing the United States History Regents examination at the end of their third year in the cohort from 67.5% to 72%.</p> <p>Increase the percentage of students passing the United States History Regents for all test takers from 75.0% to 80%. We aim to increase our overall mastery numbers for this upcoming year from 12.0% to 20.0%. Of all test-takers in 2010-11, 14% scored less than 55. We aim to decrease that by half in the upcoming year.</p>
<p>Gap:</p> <p>The percent of students passing the Global Studies Regents examination has remained below 50% over the last two years. Of all test-takers in 2010-11, 49.5% passed the Global Studies examination with only 3% passing with scores of 85 or higher. Of all test-takers, 31.8% scored less than 55.</p> <p>The percent of students passing the U.S. History Regents examination has increased over the last two years.</p>

However, we want to increase our overall mastery numbers for this upcoming year from 12.0% to 20.0%. Of all test-takers in 2010-11, 14% scored less than 55. We aim to decrease that by half in the upcoming year.

Rationale for Gap:

1. Curriculum alignment and pacing had to be readjusted because there was insufficient coverage from Global I
2. Lack of consistent implementation of effective instructional methodologies

Rationale for Progress:

1. Purposeful instruction around student, skill-based learning
2. Frequency of Regents-based questions on interim and mastery assessments
3. Collaborative scoring throughout the year
4. Content area consultants helped to prioritize gaps and strategies
5. Individual goal-setting around mastery and proficiency goals

Action Plan Strategies:

1. Teacher goal setting around mastery and proficiency levels
2. Mastery learning concepts (charts, repetition of material and opportunities retake assessments until concepts are mastered)
3. Focus on literacy (reading and writing) in content areas with:
 - a. Continued implementation of targeted writing process-based instructional strategies (e.g. Frayer Model; compare and contrast strategies)
 - b. Vocabulary development
 - c. Use of DORA results to provide more directed instruction and literacy interventions at the 9th grade level
 - d. Analytical skills
 - i. Developed through writing
 - ii. Scaffolding and frequency of analytical thinking
 - e. Student skill-based learning
 - f. Student work samples
 - g. Student-centered evaluations of short answer questions based upon NYS Regents Rubric
 - h. Student investment in data by identifying progress and gaps towards achievement
4. Professional Development – 90 minutes every Friday focusing on Data Based Problem Solving, Literacy Across the Curriculum, Differentiated Instruction/Special Education
 - a. Extensive Core Curriculum Maps with support by administration, BOCES, and PICCS staff; ensured the spiraling of core content ideas and skills to promote student mastery
 - b. Implementation of the TERC model of data-based problem solving; utilization of

Performance Plus through Curriculum Connector and Data Tracker

- c. Addition of content specialists to provide assistance in pedagogy through observations, consultation, and strategic examinations of rigor
 - d. Increased used of Regents-based, aligned mastery assessments (unit tests, quizzes, and daily checks for understanding) to improve reading and writing skills
 - e. Provide time and best practices to promote communication, student-centered learning, and parental interaction to increase student outcomes (Mobile Learning Devices, Castle Learning, Performance Plus, Parent Portal, eSchool, AIS, Credit Recovery through NovaNet)
5. Administrative Support:
- a. Continued use of interim assessments to provide progress checks
 - b. Breakout sessions each Friday; literacy support (observation and feedback) 1x/week
 - c. Observation and feedback by the trainers for literacy and Special Education
 - d. Creation of the position of Director of Instruction
 - e. Common planning time for each course with the Director of Instruction and content specialists
 - f. Accountability check by administrators
 - g. Freshmen Academy: Bolstered the skills of incoming freshmen prior to the start of the school year for students who were identified as at-risk
 - h. Public displays and celebrations of achievement and mastery to promote student achievement

NCLB Accountability: Goal 5

Goal 5: NCLB

Oracle Charter School performance will meet NCLB accountability requirements.

GOAL 5: MEASURE 1

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Method

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

Results

Oracle Charter School’s NCLB status for 2010-11 is in Good Standing according to the New York State School Report Card as of October 4, 2011.

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

ADDITIONAL EVIDENCE: NCLB STATUS BY YEAR

For each year of the charter, Oracle Charter School has been in Good Standing under New York state’s NCLB Accountability system.

NCLB Status by Year

Year	Status
2003-04	N/A
2004-05	N/A
2005-06	Has No Status – Regulations Do Not Apply
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing

HIGH SCHOOL GRADUATION: Goal 6

GOAL 6: HIGH SCHOOL GRADUATION

Oracle Charter School students will meet or exceed New York State graduation requirements.

GOAL 6: MEASURE 1

Goal 6: Absolute Measure

Each year, 75 percent of students in each high school accountability cohort will pass their core academic subjects by the end of August and be promoted to the next grade.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of students in each cohort are promoted to the next grade by the end of August.

As a general rule, high school students are eligible for grade-level promotion if they have earned a minimum combination of core academic and elective credits at each grade level.

- 10th grade: 6 course credits earned
- 11th grade: 12 course credits earned
- 12th grade: 18 course credits earned

Students who fail a core academic course may be required to repeat the course, and to the greatest extent possible, Oracle's counseling department works to create flexible course schedules that allow students to be promoted to the next grade-level even if they are required to recuperate failed credits. Such students are subject to Oracle's graduation requirements regarding the number of credits within each discipline.

Students applying for admission to 9th grade must submit a final report card or transcript from their previous schools proving that they have passed three or more of their 8th grade core academic subjects (English, mathematics, social studies, and science) to qualify for 9th grade standing.

Students applying to 9th grade having passed a foreign language proficiency examination and/or a Regents-level science or mathematics class will earn a high school transfer credit toward Oracle's graduation requirements and will be placed in classes accordingly.

Results

The table below presents Oracle Charter School's results in relation to this measure. 80.8% of students in the 2007 cohort were promoted to the next grade. 10 students were retained for a fifth year. These students are on track to graduate in 2011-12. As the majority of students in the 2007 cohort were enrolled in the school's 12th grade, these students were effectively graduated from the program.

In the 2008 cohort, **96.1%** of students were promoted to the next grade level; **93.1%** of students in the 2009 cohort were promoted to the next grade level; and **100%** of students in the 2010 cohort were promoted to the next grade level.

Percent of Students Promoted by Cohort			
		2010-11	
Cohort Designation	Number in Cohort	Percent promoted	
2006	46	93.5%	
2007	66	80.8%	
2008	77	96.1%	
2009	87	93.1%	
2010	81	100.0%	

Evaluation

In relation to this measure, Oracle Charter School **met the goal** for all cohorts enrolled in the school.

GOAL 6: MEASURE 2

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school accountability cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.

Method

This measure serves as a leading indicator of the performance of high school Cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2011, the 2009 cohort will have completed its second year.

Results

The table below presents Oracle Charter School’s results in relation to this measure.

Data relative to student performance at the conclusion of the second year in the charter school’s cohort is not available at this time for the 2005 and 2006 cohorts.

35.8% of students enrolled in the 2007 accountability cohort had passed three or more different Regents examinations by the conclusion of their second year in the charter school cohort.

44.9% of students enrolled in the 2008 accountability cohort has passed three or more different Regents examinations by the conclusion of their second year in the charter school cohort.

36.8% of students enrolled in the 2009 accountability cohort has passed three or more different Regents examinations by the conclusion of their second year in the charter school cohort.

Percent of Students in their Second Year			
Passing Three Regents Exams by Cohort			
	Cohort Designation	Number in Cohort	Percent Passing Three Regents
	2005	n/a	n/a
	2006	n/a	n/a
	2007	67	35.8%
	2008	89	44.9%
	2009	87	36.8%

Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal.**

GOAL 6: MEASURE 3

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school accountability cohort will graduate after the completion of their fourth year in the cohort.

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. In 2010-11 the 2007 Cohort completed its fourth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students had until the summer of their fourth year to complete their graduation requirements.

Oracle Charter School has instituted the following graduation requirements for attainment of a Regents diploma. Local diplomas are granted on an individual basis when students have attained all school credits and fall within the Regents scoring safety one required Regents examinations:

Oracle Charter School 2010-11 Accountability Plan Progress Report

<i>Content Area</i>	<i>School Credits</i>	<i>Exams for Regents Diploma</i>	<i>Additional Exams for Regents Diploma With Advanced Designation</i>
ENGLISH	4	1	
SOCIAL STUDIES	4	2	
MATHEMATICS	3	1	2 ²
SCIENCE	3	1	1
LOTE	2		1
TECHNOLOGY	1		
ARTS	2		
ADDITIONAL ELECTIVES	2.5		
PHYSICAL EDUCATION	2		
HEALTH & WELLNESS	.5		
Total Credits	24	5	4

Results

Oracle Charter School’s third cohort, the 2007 Graduation Cohort, completed their fourth year of instruction. Oracle’s graduation rate after four years by the 2007 Graduation Cohort is 64.1%. Although our Accountability cohort has a higher graduation rate of 76.9%, the 2007 Graduation Cohort experienced heavy attrition from 2007-09 that resulted in significantly lower numbers. We identified several students who were exited incorrectly from 2007-09, and therefore were seen by the state as dropouts. While we corrected many of those errors in recent weeks, there are still students whom we believe transferred for appropriate reasons. At this time, however, our numbers in our Graduation Cohort accurately reflect any and all students for whom we are responsible, even if we have the suspicion that they attended another school after ours. Only confirmation from another school resulted in their removal from our list. As evidenced from the charts throughout this report, those who stayed with Oracle had a high probability of attaining a Regents Diploma. In the years moving ahead, we are confident that we will no longer have these issues as our record keeping and proactive approach to student retention have improved will lead to a higher retention and graduation rate.

Percent of Students in Graduation Cohort Who Have Graduated After Four Years			
	Cohort Designation	Number in Cohort	Percent Graduating
	2003	n/a	n/a
	2004	n/a	n/a
	2005	52	71.0%
	2006	48	77.1%
	2007	64	64.1%

² Given Oracle Charter School’s curriculum and course offerings, students beyond the 2008 cohort will need to pass two additional Regents examinations in Mathematics to qualify for the Regents diploma with Advanced Designation

Evaluation

In relation to this measure, Oracle Charter School **has not met the goal** for the 2007 Graduation cohort.

GOAL 6: MEASURE 4

Goal 6: Comparative Measure

Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the high school Graduation Cohort from the local school district.

Method

The graduation rate of students completing their fourth year in the charter school accountability cohort is compared to that of the respective cohort of students in the local school district. Given that high school performance data is published on the New York State Accountability and Overview Report and the Comprehensive Information Report on the year after performance is recorded and that students may take Regents exams up through the summer of their fourth year in the cohort, the most recently available district results are presented.

Results

For the 2005 graduation cohort, Oracle Charter School outperformed the local district by 13.7 percentage points, a moderate measure. The 2005 cohort comparison is final.

For the 2006 graduation cohort, Oracle Charter School’s graduation rate after four years for the 2006 cohort is 77.1%. This is a rate that is 19.1 percentage points higher than the 2006 graduation cohort for Buffalo schools, which had a graduation rate of 58% for its 2006 graduation cohort. The 2006 cohort comparison is final.

Oracle Charter School’s graduation rate after four years for the 2007 graduation cohort is 65.2%. Although final data is not available for Buffalo schools, our comparison against local district data is predictive that Oracle Charter School will outperform the local district in relation to this measure. Despite our prediction that we will outperform the school district, we see our graduation rate, and its relative proximity to Buffalo schools as a priority moving forward. With an improved school culture that is coupled with heightened academic expectations, we have confidence that our future classes will attain higher rates of graduation and overall achievement.

Percent of Students in the Graduation Cohort who Graduate in Four Years Compared to Local District				
Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2003	n/a	n/a	n/a	n/a
2004	n/a	n/a	3084	51.8%
2005	52	71.0%	2251	57.3%
2006	48	77.1%	2237	58.0%
2007	66	65.2%	2237	58.0%

Evaluation

In relation to this measure, Oracle Charter School **has met the goal**.

GOAL 6: MEASURE 5

Goal 6: Absolute Measure

Each year, 95 percent of students in the high school graduation cohort will graduate after the completion of their fifth year in the cohort.

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate five years later. In 2010-11 the 2006 Cohort completed its fifth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History.

Results

The table below presents the graduation rate of students in the 2005 cohort after five years in the charter school program. Oracle Charter School’s five year graduation rate for the 2005 cohort is 81.1%. This is an increase from the four-year graduation rate of 71%. The table also indicates the graduation rate of students in the 2006 cohort after five years in the charter school program. Oracle Charter School’s five-year graduation rate for the 2006 cohort is 85.1%. This is an increase from the four-year graduation rate of 77%.

Percent of Students in Graduation Cohort Who Have Graduated After Five Years		
Cohort Designation	Number in Cohort	Percent Graduating
2003	n/a	n/a
2004	n/a	n/a
2005	53	81.1%
2006	47	85.1%

Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal**.

The 2005 graduation cohort included seven students who were retained for a fifth year in the charter school program and who subsequently graduated in 2010. The 2005 graduation cohort also included six students who dropped out or entered GED programs. The 2006 graduation cohort included three students who were retained for a fifth year in the charter school program and who subsequently graduated in 2011. One additional student from the 2006 cohort has not graduated at this time. 2007 is the final year where significant numbers of students who have dropped out or entered GED programs as we have become more adept at identifying students at risk of dropping out earlier in their high school careers so that we can offer them the supports necessary to achieve at Oracle and beyond.

SUMMARY OF HIGH SCHOOL GRADUATION GOALS:

In 2011, Oracle Charter School achieved two out of four of our Absolute measures if the high school graduation rate of 75% addresses the high school Accountability cohort (that is how the chart below read for the 2009-10 report, so we wanted to include both to ensure that we were accurately communicating our results based upon those two different measures). If it addresses the Graduation cohort, we did not achieve the 75% benchmark, and therefore met only one of our Absolute measures. We did meet the Comparative measure for High School Graduation. We did not yet achieve our Absolute measure of 75% of high school students passing at least three different Regents examinations by the conclusion of their second year in the cohort, nor did we achieve a graduation rate of 95% in our 2006 graduation cohort.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in each high school accountability cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	ACHIEVED
Absolute	Each year, 75 percent of students in the high school accountability cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	DID NOT ACHIEVE
Absolute	Each year, 75 percent of students in the high school Accountability cohort will graduate after the completion of their fourth year in the cohort.	ACHIEVED
	Each year, 75 percent of students in the high school Graduation cohort will graduate after the completion of their fourth year in the cohort.	DID NOT ACHIEVE
Comparative	Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the high school accountability cohort from the local school district.	ACHIEVED
Absolute	Each year, 95 percent of students in the high school graduation cohort will graduate after the completion of their fifth year in the cohort.	DID NOT ACHIEVE

COLLEGE PREP: Goal 7

GOAL 7: COLLEGE PREP

Oracle Charter School students will be prepared for college, able to take the next steps in their lives and careers.

GOAL 7: MEASURE 1

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 20 to 80 on each subsection with 240 as the highest possible score. However, as colleges usually only look at reading and math, we prioritize the combined reading and mathematics scores below. School averages are compared to the New York State average for all 10th grade (sophomore) test takers in the given year. It must be noted that in the Oracle's history, we believe that 10th graders have never been required to take the PSAT although it is clearly stated in the Accountability report. As far as we can tell, this is a result of the fact that 10th graders are ineligible for fee waivers per the College Board.

Results

The table below presents Oracle Charter School's mean performance in critical Reading and Mathematics on the PSAT examination compared to the mean performance of all students taking the test in New York state.

In 2010-11, the year for which the most recent results are available, Oracle Charter School's students earned a mean score of 33.8 in critical reading compared to a state-wide mean of 40.4. On the Mathematics section of the PSAT, Oracle Charter School's students earned a mean score of 34.3 compared to a state-wide mean score of 42.1.

PSAT Performance by School Year						
School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2007-08		1	58.0	40.2	51.0	41.6
2008-09	76	9	36.2	40.0	28.4	42.4
2009-10	95	17	33.4	40.4	34.0	42.1
2010-11	87	65	33.8	40.4 (2009)	34.3	42.1 (2009)

Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal**. However, as demonstrated in the chart above, we have significantly increased the number of students taking the PSAT. Moving forward, we recognize the need to prioritize PSAT and SAT preparation, which has been infused in our Seminar classes.

GOAL 7: MEASURE 2

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection. While a student can attain a 2400 combination score by adding all three components together, most colleges only examine the reading and mathematics portion. We have reflected that by recording the averages for reading and mathematics below. As students may choose to take the test multiple times during the year, only the highest scores are considered when reporting on this measure. School averages are compared to the New York State average for all 12th grade (senior) test takers in the given year.

Results

The table below presents Oracle Charter School’s 12 grade student performance on the SAT by school year.

The Critical Reading SAT mean score of students in the 12th grade in 2010-11 was 401, compared to the mean score for all test-takers in New York State of 491. It is an increase over the previous year’s cohort. The Mathematics SAT mean of students in the 12th grade in 2010-11 was 368, compared to the mean score for all test-takers in New York State of 505. It was also an increase over the previous year’s cohort.

12 th Grade SAT Performance by School Year						
School Year	Number of Students in the 12 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2008-09	39	25	407	485	397	502
2009-10	48	43	380	493	352	510
2010-11	52	46	401	491	368	505

Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal** in 2010-11, though we have nearly doubled the number of test takers from the first graduating cohort.

GOAL 7: MEASURE 3

Goal 7: Absolute Measure

Each year, 30 percent of students will receive a Regents Diploma with Advanced Designation.

Method

This measure examines the number of students in the high school graduating class who earn Regents Diplomas with Advanced Designation, indicative of students who have completed a more rigorous academic program than the required Regents diploma program. These students have passed five core Regents exams in English language arts, mathematics, science, U.S. History and Global History in addition to four further Regents examinations in science, Spanish, Geometry, and Algebra II and Trigonometry. Students had until the summer of their fourth year to complete their graduation requirements.

Results

The table below presents the percentage of seniors graduating from Oracle Charter School who earned Regents diplomas with Advanced Designation.

1.5% of graduates of the Class of 2011 received these Advanced Designation diplomas. This compares to 3.8% of graduates of the Class of 2009 and 6.3% of graduates of the Class of 2008 who graduated with Advanced Designation diplomas.

Percent of Students in the Graduation Cohort who Graduate in Four Years with Advanced Designation				
		Charter School		
	Cohort Designation	Number in Cohort	Percent Graduating	
	2003	n/a	n/a	
	2004	n/a	n/a	
	2005	52	3.8%	
	2006	48	6.3%	
	2007	64	1.5%	

Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal**.

GOAL 7: MEASURE 4

Goal 7: Absolute Measure

Each year, 50 percent of Oracle Charter School graduates will be accepted into a four year college program.

Method

This measure examines graduating students’ post-secondary plans. At the conclusion of the 2010-11 school year, Oracle Charter School graduated its third class of seniors. The data below reflects the percentage of graduating seniors who were admitted into one or more four year college institutions. The number 40 reflects the number of students from the accountability cohort who graduated this past year.

Results

The table below presents the four year college acceptance rate for seniors graduating from Oracle Charter School.

30% of graduates of the Class of 2011 received acceptance into four year college programs. This compares to 30% of graduates of the Class of 2010 and 27% of graduates of the Class of 2009 who received acceptance into four year college programs.

4 Year College Acceptance Rates of High School Graduates			
Graduation Year	# of Students Graduating	# of Student Entering 4 Year College Programs	Percent of Graduates Entering 4 Year College Programs
2009	37	10	27%
2010	44	13	30%
2011	40	12	30%

Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal**.

GOAL 7: MEASURE 5

Goal 7: Absolute Measure

Each year, 90 percent of Oracle Charter School graduates will be accepted in four year and two year college programs.

Method

This measure examines graduating students’ post-secondary plans. At the conclusion of the 2010-11 school year, Oracle Charter School graduated its third class of seniors. The data below reflects the percentage of graduating seniors who were admitted into one or more colleges and who accepted college enrollment.

Again, the number 40 reflects the number of students who graduated in the 2007 Accountability cohort (40 out of 52).

Results

The table below presents college acceptance for Oracle Charter School’s graduating classes of seniors.

Our third group of seniors, the Class of 2011, graduated with 90.0% of students earning acceptance into college programs. The Class of 2010 graduated with 93.1% of students earning acceptance into college programs, while the Class of 2009 had a college acceptance rate of 91.9% at the time of their graduation.

College Acceptance Rates of High School Graduates						
Graduation Year	# of Students Graduating	Percent of Graduates with College Enrollment	# of Student Entering 4 Year College Programs	Percent of Graduates Entering 4 Year College Programs	# of Student Entering 2 Year College Programs	Percent of Graduates Entering 2 Year College Programs
2009	37	91.9%	10	27.0%	24	64.9%
2010	44	93.2%	13	29.5%	28	63.6%
2011	40	90.0%	12	30.0%	24	60.0%

Evaluation

In relation to this measure, Oracle Charter **met its goal** this past year. With the addition of a high functioning college counselor to our staff, we believe that his number, as well as the four-year college enrollment figure, will go up in the coming years.

GOAL 7: MEASURE 6

Goal 7: Absolute Measure

Each year, 75 percent of Oracle Charter School graduates will matriculate into college programs in the fall after their senior year.

Method

This measure examines graduating students’ post-secondary matriculation rates in the year after graduation from the charter high school program. As of this report, we have statistics on matriculation for our first two graduating classes. The data below reflects the percentage of graduating seniors who matriculated into four or two year college programs in the year after graduation.

Data on Oracle Charter School graduates’ college enrollment and persistence is obtained through the National Student Clearinghouse, a subscription service which tracks high school graduates post-secondary enrollment and progress toward degree attainment. Students are tracked by institution level (2 or 4 year programs), type (public and private institutions) and location (in- and out-of-state institutions).

Results

The table below presents matriculation results for the class of seniors who graduated from Oracle Charter School in June 2009.

For the class of 2009, **54%** of students had enrolled in college programs in the fall after their senior year. However, **69%** of the students had enrolled in college programs at some point within the year following graduation. This increase indicates that 15% of the graduates of the Class of 2009 who did not enroll in a college program in the fall after their graduation enrolled in college programs in the second semester.

For the class of 2010, our second graduating cohort, 81.8% of our students matriculated in a college program within a year after graduation. That is a sharp rise from the previous year’s matriculation rate. Data for Fall matriculation for the 2006 cohort and 2007 cohort is not available at this time.

Percent of Graduates Who Matriculate in a College Program the Year after Graduation				
Graduation Year	# of Students Graduating	% of Students Matriculating in Fall after Graduation	% of Students Matriculating at Any Point in Year after Graduation	
2009	37	54.0%	69.0%	
2010	44	n/a	81.8%	
2011	40	n/a	n/a	

Evaluation

In relation to this measure, Oracle Charter School **met the goal** and made significant improvements in this area in comparison to our previous performance.

ADDITIONAL EVIDENCE: POST-SECONDARY ENROLLMENT BY INSTITUTION LEVEL, TYPE, AND LOCATION

Through the National Student Clearinghouse, Oracle Charter School students are tracked by institution level (2 or 4 year programs), type (public and private institutions) and location (in- and out-of-state institutions).

The table below presents summary data for the class of seniors who graduated from Oracle Charter School in June 2010.

Of the Class of 2010, 25% are enrolled in four year college programs, while 59.1% are enrolled in two year college programs; 61.4% are enrolled in public institutions, with an additional 22.7% at private institutions; and 81.8% are enrolled in college institutions in New York state, while 2.3% are enrolled in institutions out-of-state.

Percent of Graduates Enrolled in College Programs at Any Time in the Year after High School by Institution Level, Type, and Location							
Graduation Year	# of Students Graduating	% of students by Institution Level		% of students by Institution Type		% of students by Institution Location	
		4 Year	2 Year	Public	Private	In-State	Out-of-State
2009	37	14.0%	54.0%	66.0%	3.0%	63.0%	6.0%
2010	44	25.0%	59.1%	61.4%	22.7%	81.8%	2.3%
2011	40	n/a	n/a	n/a	n/a	n/a	n/a

SUMMARY OF COLLEGE PREP GOALS:

In 2010-11, Oracle Charter School achieved two out of four of our Absolute measures and neither of our Comparative measures for College Preparation.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.	DID NOT ACHIEVE
Comparative	Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	DID NOT ACHIEVE
Absolute	Each year, 30 percent of students will receive a Regents Diploma with Advanced Designation.	DID NOT ACHIEVE
Absolute	Each year, 50 percent of Oracle Charter School graduates will be accepted into a four year college program.	DID NOT ACHIEVE
Absolute	Each year, 90 percent of Oracle Charter School graduates will be accepted into four year and two year college programs.	ACHIEVED
Absolute	Each year, 75 percent of Oracle Charter School graduates will matriculate into college programs in the fall after their senior year.	ACHIEVED

ACTION PLAN

Oracle acknowledges that our greatest area of improvement overall is in relation to our college preparatory goals. While many of the goals and actions below will address the gap in our achievement in this area, we recognize that the best actions associated with college matriculation and achievement extend directly from

the level of instruction and expectation in the classroom. Therefore, many of our strategies to close this gap have already been articulated and evidenced throughout the document. The pathway to achieving our college preparatory goals is going to be several year process, but through focused and aligned efforts, we firmly believe we will attain the six measures of college preparedness.

School-Wide Objectives:

Measure 1: PSAT performance: We will close the gap between Oracle and the New York State average by 50% on both Critical Reading (37.1) and Mathematics (38.2).

Measure 2: SAT performance: We will close the gap between Oracle and the New York State average by 50% on both Critical Reading (446) and (436.5).

Measure 3: Advanced Regents Diploma: We will close the gap between our most recent standing and our goal of 30% graduates attaining an Advanced Regents Diploma by increasing it from 1.5% to 15% of our 2008 cohort.

Measure 4: Improve our 4 year college acceptance rate from 30% to 40%, a 50% gap closure towards our overall goal.

Measure 5: Though we met our goal this past year, we would like to increase this achievement 2%.

Measure 6: We will continue to achieve above 80% on this measure.

Gap:

School performance lags NYS performance significantly in Critical Reading and Mathematics by a considerable margin on both PSATs and SATs.

Although 90% of Oracle's graduating seniors are accepted into two and four-year college programs, only 30% have been accepted into four-year programs.

Rationale for Gap:

1. Low-level instruction / lack of instructional rigor
2. Lack of vision and accountability in the college counseling department

Action Plan Strategies:

1. New college counselor with high expectations for student achievement and a strong vision and plan for college acceptance
2. Teacher goal setting around mastery and proficiency levels
3. Mastery learning concepts (charts, repetition of material and opportunities retake assessments until concepts are mastered)
4. Focus on literacy (reading and writing) in content areas with:
 - a. Continued implementation of targeted writing process-based instructional strategies (e.g. Frayer Model; compare and contrast strategies)
 - b. Vocabulary development
 - c. Analytical skills
 - i. Developed through writing

- ii. Scaffolding and frequency of analytical thinking
 - d. Student skill-based learning
 - e. Student work samples
 - f. Student-centered evaluations of short answer questions based upon NYS Regents Rubric
 - g. Student investment in data by identifying progress and gaps towards achievement
5. Professional Development – 90 minutes every Friday focusing on Data Based Problem Solving, Literacy Across the Curriculum, Differentiated Instruction/Special Education
- a. Core Curriculum Maps with support by administration, BOCES, and PICCS staff; ensured the spiraling of core content ideas and skills to promote student mastery
 - b. Implementation of the TERC model of data-based problem solving; utilization of Performance Plus through Curriculum Connector and Data Tracker
 - c. Addition of content specialists to provide assistance in pedagogy through observations, consultation, and strategic examinations of rigor
 - d. Increased used of Regents-based, aligned mastery assessments (unit tests, quizzes, and daily checks for understanding) to improve reading and writing skills
 - e. Provide time and best practices to promote communication, student-centered learning, and parental interaction to increase student outcomes (Mobile Learning Devices, Castle Learning, Performance Plus, Parent Portal, eSchool, AIS, Credit Recovery through NovaNet)
6. Administrative Support:
- a. Continued use of interim assessments to provide progress checks
 - b. Breakout sessions each Friday; literacy support (observation and feedback) 1x/week
 - c. Observation and feedback by the trainers for literacy and Special Education
 - d. Creation of the position of Director of Instruction
 - e. Common planning time for each course with the Director of Instruction and content specialists
 - f. Accountability check by administrators
 - g. Hire an additional Special Education teacher to ensure support in mathematics; goals will be established around Special Education achievement to close the gap between SPED and General Education scores
 - h. Freshmen Academy: Bolstered the skills of incoming freshmen prior to the start of the school year for students who were identified as at-risk
7. Public displays and celebrations of achievement and mastery to promote student achievement