

**KINGS COLLEGIATE  
CHARTER SCHOOL**

**2015-2016 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

By Christie Chow, Director of Operations

1084 Lenox Rd  
Brooklyn, NY 11212  
718-342-6047  
[www.kingscollegiate.org](http://www.kingscollegiate.org)

Christie Chow, Director of Operations, prepared this 2015-16 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Linton Mann III	Chair
David Saltzman	Trustee
Tony Pasquariello	Vice Chair
Laura Blankfein	Trustee
Caroline Curry	Trustee
St. Claire Gerald	Trustee
John Greenstein	Trustee
Michael Hall	Trustee
Shakima Jones	Trustee
John Kim	Trustee
Arvind Krishnamurthy	Trustee
Alison Mass	Trustee
Ekwutozia U. Nwabuzor	Trustee
Brett Peiser	Trustee
Ian Sacks	Trustee
Joseph F. Wayland	Treasurer
Jeffrey Wetzler	Trustee
Chrystal Stokes Williams	Trustee

Scott Schuster has served as the Principal since 2010.

## INTRODUCTION

### *MISSION and GRADES SERVED*

The mission of Kings Collegiate Charter School (KCCS) is to prepare each student for college. Kings Collegiate Charter School opened on August 22, 2007. The school opened with 5<sup>th</sup> grade and has served grades 5 – 8 since 2010. Starting in 2016-2017, KCCS will open its doors to its first Kindergarten class and add on a grade to eventually become a K-8 school.

### *STUDENT POPULATION*

With an initial enrollment as of BEDS Day 2015 of 331 students, Kings Collegiate Charter School had low attrition and ended the 2015-2016 school year with 331 students in grade 5-8.

Gender	54% Male	46% Female	
Free & Reduced Lunch	80%		
Special Needs	14%		
Race	98% African-American	1% Hispanic	1% Other
English Language Learners	1%		

### **School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	Total
2009-10						90	63	53		206
2010-11						81	77	62	49	269
2011-12						79	71	65	58	273
2012-13						84	65	71	65	285
2013-14						75	79	68	66	288
2014-15						82	85	75	67	309
2015-16						87	87	86	71	331

### **STRATEGY**

Kings Collegiate Charter School's educational program rests on three pillars:

1. We believe that creativity flourishes within structured academic environments.  
*Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.*
2. We have very high academic and behavioral expectations.  
*High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.*

3. We know that without great teachers, nothing else matters.  
*Teachers must have the time and professional tools and resources to do their jobs effectively.*

At Kings Collegiate, we do not believe that there is a panacea that makes a school work. Nor do we pretend that what we do is “rocket science” or necessarily innovative. KCCS teachers work hard and use common sense because elevating student achievement and transforming lives requires constant attention to hundreds of different elements – not one, magical 100% solution but rather one hundred, individual 1% solutions.

## **DESIGN**

Kings Collegiate Charter School’s school design includes seven core components.

**Focus on Literacy.** Many of our students beginning in grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of KCCS students, therefore, is tied to mastering this fundamental skill. In 2015-2016, KCCS provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- Additional 30 minutes of Guided Reading in 5<sup>th</sup> and 6<sup>th</sup> grade to target specific reading levels in small groups;
- Additional 30 minutes of Guided Reading in 7<sup>th</sup> and 8<sup>th</sup> grade to the students who needed it most;
- A 90-minute “Close Reading” block to serve as their ELA time on Wednesdays;
- Requiring students to read reading level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry a silent reading book at all times to serve as the entrance ticket to school in the morning, make better use of transition time in the hallways, and ensure that there is never a lost moment during the day since “you never know when you’ll have a chance to read.”

**Target Curriculum Focused on Basic Skills.** KCCS does not use an off-the-shelf curriculum. Rather, KCCS develops curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

KCCS teachers pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State. At the same time, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. KCCS teachers create a comprehensive curriculum for their subject, saved on the school’s shared drive, with a year-long scope and sequence, a Curriculum Alignment Template that groups objectives into units of study with a learning activity and assessment identified for each objective, weekly syllabi, daily lesson plans, and assessment materials. Not only does this provide the school with a record of

individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

**Assess Early and Often to Drive the Instructional Program.** The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the New York State, Mathematics, and English Language Arts exams, KCCS administered three internally-aligned Interim Assessments and one Final Exam in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. KCCS teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. KCCS also utilized the information to target content- and skills-driven tutoring and small-group instruction afterschool and on Saturdays. During the 2015-2016 school year, Kings Collegiate also administered the Common Core Algebra Exam and Living Environment Regents Exam to 8<sup>th</sup> graders.

**Make More Time.** In order to provide students with a comprehensive, college preparatory education, Kings Collegiate has a longer-than-usual school day and longer-than-usual school year. During the 2015-2016 school year, Kings Collegiate was open 185 instructional days for students (205 days for teachers). For most students, the regular school day began at 7:45 AM and ended at 4:05 PM. For those receiving tutoring and homework help, the day ended at 5:05 PM. Finally, as a result of their academic need, 18% of KCCS 5<sup>th</sup> grade students (n=16), 20% of KCCS 6<sup>th</sup> grade students (n=17), 19% of KCCS 7<sup>th</sup> grade (n=16), and 18% of KCCS 8<sup>th</sup> grade (n=13) also attended school from 9:00 AM to 12:00 PM on Saturdays, an average of three times a month.

Students had hour-long periods four days a week and a Wednesday Schedule that consisted of: a 90 minute Close-Reading ELA block, a 45-minute math block and then alternating periods of history/science every other Wednesday. Fifth through eighth grade students at Kings Collegiate received weekly:

- 9 periods of Mathematics
- 9 periods of English Language Arts (Reading and Writing)
- 4-5 periods of Social Studies
- 4-5 periods of Science
- 1 period of Advisory/Character Education
- 3 periods of Enrichment

Kings Collegiate students extended their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night.

**Emphasis on College.** For too many at-risk students, college only exists in the abstract. For Kings Collegiate students, freshman year of college will be a natural extension of their educational experience at KCCS. During the first week of school, teachers and administrative members focused on an element of their college experience through a short presentation during an extended morning advisory time.

Kings Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned the college application process and life as a college student. Students also won T-shirts from their namesake advisories. Our 5<sup>th</sup> grade students visited Fordham University and Harvard, our 6<sup>th</sup> grade and 7<sup>th</sup> grade students visited New York University, and our 8<sup>th</sup> grade visited UC Berkeley and Stanford.

During the regular school day, from 3:00 PM – 4:00 PM 3 days per week, KCCS offers a variety of rotating electives, including:

- Art
- Yoga
- Newspaper
- Soccer
- Basketball
- Healthy Living
- Tap Dancing
- Percussion
- Baton Twirling Team
- Drama
- Afro-Caribbean Dance
- Dance Styles
- Martial Arts
- Kickboxing

From 4:05 – 5:05 PM, KCCS offers subject-specific tutoring and requires students struggling to regularly complete homework assignments on-time and at high quality to spend an additional hour in Homework Center working on that night's homework assignments.

KCCS' school culture is based on its five core THINK values of "Tenacity," "High Expectations," "Integrity," "No Excuses," and "Kindness." Kings students are expected to consistently demonstrate these characteristics wherever they find themselves and are rewarded with paycheck dollars (Cubs Cash) when they model these characteristics well or go above and beyond. Students earning Cubs Cash receive the opportunity to represent the school on merit trips and trade their Cubs Cash at Dollar Den for tangible rewards. Every month, by participating in Cubs Cash-earned trips either with a group of the top Cubs Cash earners or one-on-one/two-on-one with staff members, Cubs Cash winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service). During the 2015-2016 school year, Kings Collegiate students:

- Carved and took home pumpkins for Halloween;
- Went on grade-level field trips through the 4 boroughs;
- Visited the Met, the Tenements' Museum the New York Museum of Natural History, the Metropolitan Museum of Art, and the Brooklyn Museum of Art;
- Went to the movies or dinner with a staff member and ate Ethiopian or Japanese food for the first time;
- Played basketball against staff members.

**Provide Structure and Order.** Students need a safe and orderly environment to be productive. In 2015-2016, KCCS created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Paycheck system that defined clear expectations and provided an immediate responses to positive behavior;
- Paycheck and detention system that defined clear expectations and provided immediate responses to negative or inappropriate behavior;
- Rubric system that provided immediate feedback to classes at the end of each class each day; and
- Common Blackboard Configuration (BBC) consisting of a Do Now, Aim, Agenda, and Homework.

**Insist on Family Involvement.** KCCS' educational program is structured so that families must be involved in their child's academic pursuits. In 2015-2016, KCCS families:

- Picked up their child's report card in person at the school three times;
- Met with teachers and staff on dozens of occasions to formally and informally discuss their child's academic and behavioral performance;
- Maintained an open line of communication with their child's teachers through in-person meetings, phone calls, and e-mails;
- Were called at home or at work each day if their child earned a detention;
- Attended Family Involvement Committee meetings throughout the year to better understand the curricular program and how to support their students' learning at home, learn about summer camp opportunities, talk about how to communicate with their pre-teen, and learn how to budget and save for college;
- Were asked to offer input on the school on annual surveys, grading the school on how it was doing;
- Were offered the opportunity to watch their children perform in their chosen Enrichment activity at a public performance during the course of the year;
- Were invited to grade-level pot-luck dinners to meet and socialize with KCCS staff members;
- Participated in a November Food Drive with City Harvest;
- Participated in a family advocacy day for charter schools.

## **ENGLISH LANGUAGE ARTS**

### **Goal 1: English Language Arts**

**Students will be proficient readers and writers of the English language.**

#### **Background**

Reading instruction at Kings Collegiate is based around shared, whole-class novels. The curriculum develops reading comprehension skills and strategies and vocabulary. Whole-class novels are selected for each grade that are appropriately leveled for the majority of students in that grade. The whole-class novels should be accessible for students with the appropriate scaffolding.

Additionally, during the 2015-2016 school year, KCCS continued with an additional 30 minutes to allow for a Guided Reading program for 5<sup>th</sup> and 6<sup>th</sup> grade outside of Reading class which allowed for targeted instruction in small groups of no more than 8 students. This increased every 5<sup>th</sup> and 6<sup>th</sup> graders Reading instruction to 1.5 hours each day.

In Writing classes at Kings Collegiate, students learn the essential skills of grammar and writing. Writing class explicitly supports the work that students are doing in Reading class, as students learn to write strong responses to literature in short answer and essay formats and use weekly vocabulary words from Reading class in their daily writing assignments.

Kings Collegiate Charter School uses data from the following assessments to ensure student proficiency in English Language Arts:

- Criterion-referenced New York State exams in English Language Arts;
- Leveled Reading Assessments
- Internally developed Interim Assessments in English Language Arts;
- Internally developed Final Examination in English Language Arts.

Kings Collegiate Charter School administered three internally developed and aligned Interim Assessments and a Final Exam in English Language Arts (Reading and Writing) during the 2015-2016 school year. These assessments were created to reflect the school's scope and sequence in Reading and Writing, and to mirror the style and scope of the New York State English Language Arts exams. Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and a listening comprehension section with multiple choice and open response questions or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar, capitalization, and punctuation skills.

After the tests were administered, KCCS teachers graded each exam and KCCS administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, KCCS teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. KCCS also utilized the information to target content- and skills-driven tutoring and re-teaching after school and on Saturdays.

Prior to the 2015-2016 school year, we made the following key changes:

- Increasing student achievement in ELA became a school-wide Strategic Plan initiative for the fourth year in a row
- Utilized the co-teaching model with our lead Reading teaching to co-teach with our new ELA teachers and to adapt curriculum and individually coach our reading teachers.

### **Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.<sup>2</sup>

## Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 8th grade in April 2016. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

**2015-2016 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
5	85				85
6	86				86
7	83			2	85
8	71*				72
All	325			2	328

*\*As of 9/9/2016, NYS is in the process of submitting the final record of 1 8<sup>th</sup> grade student test score as per communication from Division of Teaching and Learning. The score should be ready later this fall. For the purposes of this report, though 100% of our 8<sup>th</sup> grade class tested, we are stating 71 tested as we have the results for only 71.*

## Results

On the 2015-2016 NYS ELA exam, 43% of students in their second year at Kings Collegiate scored proficient. When looking at all students, including those that have been at Kings Collegiate for less than 2 years, 38% of students scored proficient. Overall, the percent of students scoring proficient on the NYS ELA exam increased with the number of years that students have been enrolled at Kings Collegiate, with 48% of 8<sup>th</sup> graders scoring proficient.

### **Performance on 2015-16 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year**

<sup>2</sup> Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state’s published results for scoring at proficiency.

<sup>3</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
5	28%	85	0%	8
6	37%	86	44%	71
7	41%	83	42%	79
8	48%	71*	48%	67*
All	38%	325	43%	225

*\*Excludes missing score from NYS.*

### Evaluation

In the third year of the administration of the NYS Common Core exam in English Language Arts, the school did not meet this measure. It is still the school's goal to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts classes going forward to better prepare our students to meet this bar.

### Additional Evidence

Though we have seen scores drop with the advent of the Common Core English Language Arts exam, we feel energized by the rigor that the exams present for our students as we work to prepare them for college. We saw a larger increase of 8% in all students scoring advanced or proficient in 2015-2016 compared to 2014-2015 which was higher than the 2% increase we saw from 2013-2014 to 2014-2015. Over the past three years, we have seen that students who are enrolled longer at Kings Collegiate are more likely to score proficient on the NYS ELA exams. We look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams. We feel positive about the momentum we have seen over the past few years in terms of student growth in English Language arts.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency									
	2011-12		2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	50%	10	0%	15	0%	5	0%	5	0%	8
6	77%	70	22%	59	27%	71*	33%	67	44%	71
7	95%	61	38%	68	32%	56	27%	71	42%	79
8	75%	56	37%	63	37%	65	45%	62	48%	67
All	81%	197	30%	205	31%	199	34%	205	43%	225

**Goal 1: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>4</sup>

**Results**

Kings Collegiate scored a PLI of 112 for the 2015-2016 school year.

**English Language Arts 2015-16 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
325	20	42	31	7

$$\begin{array}{rcccccccc}
 \text{PI} & = & 42 & + & 31 & + & 7 & = & 80 \\
 & & & & 31 & + & 7 & = & \underline{38} \\
 & & & & & & \text{PLI} & = & 118
 \end{array}$$

**Evaluation**

Kings Collegiate achieved a Performance Level Index of 118 which exceeds the 2014-15 AMO of 104. Therefore, Kings Collegiate achieved this measure.

**Goal 1: Comparative Measure**

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

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which

<sup>4</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>5</sup>

## Results

Kings Collegiate outperformed Community School District (CSD) 18 on the third administration of the Common Core English Language Arts exam by 14 percentage points. The school outperformed the district in all grades except for 5th grade, where 0% of the 8 returning 5<sup>th</sup> graders scored proficient compared to the 28% of the 1286 students in CSD 18. In 8th grade, Kings Collegiate’s performance exceeded CSD 18 performance by 14 percentage points. This demonstrates that the longer students are enrolled at Kings Collegiate, the more prepared they are for rigorous curriculum and to succeed in college.

**2015-16 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	8	28%	1286
6	44%	71	26%	1040
7	42%	79	27%	1162
8	48%	67	34%	1324
All	<b>43%</b>	225	<b>29%</b>	4812

## Evaluation

Kings Collegiate met this measure in all grades except for grade 5, where the 8 students who tested in grade 5 for second year underperformed the district by 28 percentage points. Overall, the school outperformed the 6<sup>th</sup> grade in Community School District 18 by 18 percentage points, and by 15 and 14 percentage points in the 7<sup>th</sup> and 8<sup>th</sup> grade respectively.

## Additional Evidence

Despite changes to the NYS ELA testing program, Kings Collegiate students continue to outperform their district counterparts in English Language Arts across almost all grades. While the gap in performance between Kings’ students and students in the district has decreased with the new Common Core standards, each year, we continue to make greater gains with the NYS ELA Common Core Assessment. We still know that there is still a good deal of work to do to prepare our students for the level of performance that we expect of them.

---

<sup>5</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students									
	2011-12		2012-13		2013-14		2014-15		2015-2016	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	30%	50%	0%	23%	0%	24%	0%	23%	0%	28%
6	57%	41%	22%	16%	27%	18%	33%	24%	44%	26%
7	67%	41%	38%	19%	32%	19%	27%	19%	42%	27%
8	52%	31%	37%	19%	37%	23%	45%	28%	48%	34%
All	<b>57%</b>	<b>41%</b>	<b>30%</b>	<b>19%</b>	<b>31%</b>	<b>21%</b>	<b>34%</b>	<b>23%</b>	<b>43%</b>	<b>29%</b>

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>6</sup>

**Method**

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

**Results**

The table below shows that the school’s overall comparative performance is higher than expected. Students at Kings within grades 5-8 performed better than predicted based on their free lunch status on the 2014-15 ELA exam, with a significant effect size in grades 6-8. Overall, the table below

<sup>6</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

shows that in general, students enrolled at Kings Collegiate perform higher than expected on the NYS ELA exam the longer they are enrolled at the school.

**2014-15 English Language Arts Comparative Performance by Grade Level**

Grade	Percent of Economically Disadvantaged Students	Number Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	79.0	82	20	19.5	0.5	0.04
6	80.5	85	33	19.4	13.6	0.95
7	77.2	75	25	18.6	6.4	0.43
8	79.7	67	45	22.7	22.3	1.43
All	79.1	309	30.2	19.9	10.3	0.69

<b>School's Overall Comparative Performance:</b>
Higher than expected to a meaningful degree

**Evaluation**

Kings Collegiate met this measure overall and most specifically with a significant effect size in grades 6, 7, and 8.

**Additional Evidence**

Over the past four years, Kings Collegiate has exceeded its predicted performance on the NYS ELA exams. This demonstrates that the school is moving in a positive direction with ELA instruction. It also shows that as students spend more time at the school, their performance improves and moves further away from predicted performance based on income.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5-7	56	203	51.2	42.7	0.54
2010-11	5-8	61	264	50.8	41.9	0.53
2011-12	5-8	63	274	51.1	43.5	0.45
2012-13	5-8	79	287	25.4	19.9	0.38
2013-14	5-8	77	282	28.3	20.7	0.50
2014-15	5-8	79	309	30.2	19.9	0.69

**Goal 1: Growth Measure<sup>7</sup>**

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

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

This report contains 2014-15 results, the most recent Growth Model data available.<sup>8</sup>

**Results**

In 2014-15 the Mean Growth Percentile for Kings Collegiate overall was 59.5. This is in comparison to the Statewide Median of 50.

**2014-15 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
5	54	50.0
6	67	50.0
7	62	50.0
8	54	50.0
All	<b>60</b>	50.0

**Evaluation**

Kings Collegiate scored a 59.5 for the Mean Growth Percentile in comparison to the Statewide Median of 50, therefore Kings Collegiate met this measure.

**Additional Evidence**

Over the past two years, Kings Collegiate has exceeded the Statewide Median of 50 by at least 10 points and therefore Kings Collegiate met this measure. We feel confident that Kings Collegiate

<sup>7</sup> See Guidelines for Creating a SUNY Accountability Plan for an explanation.

<sup>8</sup> Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

building off of the growth students have year to year and that the longer the students are with us, the more growth we see.

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

Grade	Mean Growth Percentile				
	2011-12 <sup>9</sup>	2012-13	2013-14	2014-15	Statewide Median
5		47	52	54	50.0
6		67	72	67	50.0
7		70	66	62	50.0
8		60	54	54	50.0
All		<u>64</u>	<u>61</u>	<u>60</u>	50.0

**Summary of the English Language Arts Goal**

Kings Collegiate achieved four of the five relevant English Language Arts goals based on results of the 2014-15 and 2015-16 state exams. We are proud that are students continue to outperform the district in almost all grades in ELA and that our students are exceeding predicted performance based on free lunch status. However we know that we still have a long way to go in terms of absolute performance and that the rigorous common core standards will provide us with an opportunity to work harder to improve student performance in ELA.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

**Action Plan**

The school is energized by the challenge that the more rigorous Common Core standards present.

<sup>9</sup> Grade level results not available.

Beginning four years ago, Uncommon Brooklyn Middle School ELA Department Coordinators worked with principals, the Associate Managing Director, and the Director of Staff Development to begin modifying the Uncommon Brooklyn Middle School scope and sequence documents for ELA and Math (and the accompanying Interim Assessments), incorporating many of the Common Core Learning Standards. In 2015-2016, the Department Coordinators completed the modifications to the Uncommon Brooklyn Middle School ELA and Math scope and sequence documents and Interim Assessments, ensuring that each Common Core Learning Standard is taught and assessed and now have outsourced the creation of the Interim Assessments to an external company that will ensure the tests have no teacher bias, are appropriately rigorous, and well aligned to the Common Core. Starting this aligned assessment process for the second year in a row at the start of the 2016-17 school year gives us confidence that our teachers will be able to backwards plan effectively for ELA instruction this year.

In addition, a more rigorous set of grade level common texts was chosen across grades at the end of last year, and Kings Collegiate reading teachers (as well as all other Uncommon middle school teachers) will now be teaching these more rigorous texts. For example, several texts were moved down a grade level or two to account for the more rigorous text expectations and texts formerly taught in 8<sup>th</sup> grade will be taught in 6<sup>th</sup>. The school has also made adjustments to its guided reading program to maximize that time which is crucial for teachers to be able to work with students at their instructional level. The scheduling of these blocks has been adjusted so that special education teachers are able to work with the school's lowest readers multiple times a day and support more readers across grades. The school is keeping one Guided Reading section in 7<sup>th</sup> and 8<sup>th</sup> grade to help support our lowest readers. In addition to the 30 minutes of Guided Reading our 5<sup>th</sup> and 6<sup>th</sup> graders receive on Monday - Thursday, we added an additional 30 minutes of independent reading for them on 3 times a week in the morning to help build independent reading skills. Our 7<sup>th</sup> and 8<sup>th</sup> graders are receiving an additional 30 minutes of independent reading in addition to the 4 days of independent reading they already had. Our lowest 7<sup>th</sup> and 8<sup>th</sup> grade students will receive ELA small group instruction 4 times a week during this independent reading block which allows them to maximize their Reading and Writing block to ensure they are still receiving full instructional time in the classroom. In addition, the school's Dean of Curriculum and Instruction will be spending more time instructing students through guided reading in order to serve as a model for other teachers to observe. The last adjustment to our schedule occurs, on Fridays when all students will have a co-taught ELA block where they will engage in a close-reading exercise to develop their ability to analyze and interpret author's craft using dense portions of highly rigorous texts.

Finally, professional development and instructional leadership decisions have been made to increase the effectiveness of the ELA program. This year there will be continued PD for all teachers, regardless of the subject they teach, on Evidence Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion. Nonfiction study will continue to be incorporated into history and science classes on a more regular basis, and Instructional Leaders will be planning to co-teach with our most rookie teachers to ensure they have the most effective instruction possible while they learn to become great teachers.

## MATHEMATICS

### **Goal 1: Mathematics**

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

#### **Background**

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our student take 90 minutes of math per day. In doing this, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

Kings Collegiate Charter School uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

Kings Collegiate Charter School administered three internally developed and aligned Interim Assessments and a Final Exam in Math during the 2015-2016 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, KCCS teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, KCCS teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. KCCS also utilized the information to target content- and skills-driven tutoring after school and on Saturdays.

In 8th grade Math, students did not take the New York State Test but instead, the Regents examinations in Common Core Algebra were administered for the second consecutive year (previously we had administered the Integrated Algebra Regents exam). In preparation for this, students were taught the Common Core curriculum that addressed all New York State standards. Preparing our students to take this high-school level examination early, while still in middle school, speaks both to the rigor of our math curriculum and the abilities of our students.

### **Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.<sup>16</sup>

## Method

The school administered the New York State Testing Program mathematics assessment to students in 5<sup>th</sup> through 7<sup>th</sup> grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2014-15 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>17</sup>			Total Enrolled
		IEP	ELL	Absent	
5	85				85
6	85			1*	86
7	83			2	85
8	N/A				N/A
All	253			3	256

*\*Medically excused absence*

## Results

During the 2014-15 school year, 48% of students in grades 5 – 7 earned scores of 3 or 4 on the NYS math exam. Forty percent of 5<sup>th</sup> – 7<sup>th</sup> grade students enrolled at least their 2<sup>nd</sup> year at Kings scored 3 or 4 on the NYS math exam. The overall result of students in at least their 2<sup>nd</sup> year at Kings is slightly lower in 6<sup>th</sup> grade and slightly higher in 7<sup>th</sup> grade. We only had 8 students in the 5<sup>th</sup> grade who had been with us for 2 years. Their overall percentage was lower than the grade as a whole ( $n=85$ ). Students who have been enrolled longer at Kings Collegiate demonstrated stronger performance on the exam.

## Performance on 2015-16 State Mathematics Exam

<sup>16</sup> Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

<sup>17</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
5	33%	85	0%	8
6	47%	85	41%	75
7	65%	83	42%	79
8	N/A	N/A	N/A	N/A
All	48%	253	<b>40%</b>	162

**Evaluation**

Kings Collegiate did not meet this measure in its third year of administering the NYS Common Core assessment in math. It is still the school’s goal to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our Math classes going forward to better prepare our students to meet this bar. Based off the data, we firmly believe, however, the longer students are with us, the better they perform.

**Additional Evidence**

Kings Collegiate has historically performed well on the NYS Mathematics assessments, exceeding the goal of 75% of students reaching proficiency each year prior to 2012-13. While the school did not meet or exceed this goal this year and decreased its percentage from last year, we also tested 75 more students than the previous year who had been with us for 2 years or longer. Additionally, the data does not include our 8<sup>th</sup> grade cohort as they take the Algebra 1 Common Core Regents in place of the State Exam. Our data points to the fact that students who are with us longer, do better. Therefore, our 8<sup>th</sup> grade cohort is our strongest cohort in math and their scores were not included in our overall percentage this year as they did not take the NYS Math test. Additionally, we had 90% of our 8<sup>th</sup> cohort pass the Common Core Algebra 1 Regents showing that we are on the right track to preparing our 5<sup>th</sup> – 7<sup>th</sup> graders for high school level Common Core math curriculum. We are confident that our strong track record in mathematics as well as the deep level of Common Core alignment that our instructional leaders have conducted will help the school demonstrate strong performance going forward.

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

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency									
	2011-12		2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	100%	10	0%	15	20%	5	20%	5	0%	8

6	100%	70	54%	59	57%	72	66%	72	41%	75
7	100%	61	43%	68	65%	57	62%	57	42%	79
8	100%	56	37%	63	52%	65	N/A	N/A	N/A	N/A
All	100%	197	<b>41%</b>	205	<b>57%</b>	199	<b>62%</b>	89	<b>40%</b>	162

### Goal 1: Absolute Measure

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

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2015-16 mathematics AMO of **101**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>18</sup>

### Results

Kings Collegiate achieved a Performance Index of 171.

#### Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	26	53	40	9

$$\begin{array}{rclclclcl}
 \text{PI} & = & 53 & + & 40 & + & 9 & = & 102 \\
 & & & & 40 & + & 9 & = & \underline{49} \\
 & & & & & & \text{PLI} & = & 151
 \end{array}$$

### Evaluation

Kings Collegiate achieved a Performance Level Index of 151 which exceeds the 2015-16 AMO of 101. Therefore, Kings Collegiate achieved this measure.

### Goal 1: Comparative Measure

<sup>18</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>19</sup>

## Results

Kings Collegiate’s percentage of students scoring proficient or advanced proficient on the NYS Common Core mathematics exam exceeded the percentage of students in Community School District 18 scoring proficient or advanced proficient on the exam in the same grades by 45 percentage points overall.

**2015-16 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	8	27%	1195
6	41%	75	20%	1193
7	42%	79	19%	1341
8	N/A	N/A	N/A	N/A
All	<b>40%</b>	162	<b>22%</b>	3729

## Evaluation

Once again, Kings Collegiate met its comparative measure with its overall percentage of student scoring proficient exceeding the percentage of students in CSD 18 scoring proficient or advanced proficient. With the exception of 5<sup>th</sup> grade, the percentage of students in their second year at Kings Collegiate scoring proficient in 6<sup>th</sup> and 7<sup>th</sup> grade more than doubled the percentage in the district . While Kings Collegiate is still not satisfied with its performance and hopes to get all students to proficiency as quickly as possible, the school is glad that it is able to offer students a viable alternative to math instruction in the district which is putting far fewer students on a path to mathematics proficiency.

<sup>19</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

## Additional Evidence

Despite changes to the NYS Math exam three years ago, Kings Collegiate students continue to outperform the district average for math across all grades and have done so for the past four years. Additionally, after having an additional year of Common Core Curriculum, we have increased our performance significantly in 6<sup>th</sup> grade and have been able to hold steady in 5<sup>th</sup> and 7<sup>th</sup> grade for students who have been enrolled for at least their second year.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students									
	2011-12		2012-13		2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	60%	44%	0%	19%	20%	27%	20%	19%	0%	27%
6	89%	40%	54%	19%	57%	21%	66%	19%	41%	20%
7	93%	41%	43%	15%	65%	18%	62%	15%	42%	19%
8	96%	36%	37%	16%	52%	9%	N/A	N/A	N/A	N/A
All	<b>91%</b>	<b>40%</b>	<b>41%</b>	<b>17%</b>	<b>57%</b>	<b>19%</b>	<b>62%</b>	<b>17%</b>	<b>40%</b>	<b>22%</b>

#### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>20</sup>

#### Method

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

<sup>20</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

## Results

The chart below displays how Kings Collegiate students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students. As evidenced in the chart, Kings Collegiate students performed much better than predicted in all grades, and had significant positive effect sizes overall and in each grade.

### 2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	79.0	82	34	29.9	4.1	0.23
6	80.5	85	68	25.4	42.6	2.23
7	77.2	75	60	22.3	37.7	1.92
8						
All	79.0	242	54.0	25.9	28.1	1.46

<b>School’s Overall Comparative Performance:</b>
Higher than expected to a large degree

## Evaluation

Once again, Kings Collegiate met and exceeded this measure with a significant positive effect size.

## Additional Evidence

Kings Collegiate continues to exceed predicted performance in mathematics across all grades. Similar to its results in ELA, Kings Collegiate students who have spent more time at the school, fare better each year in exceeding predicted performance.

### **Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5-7	58.7	203	83.3	54.4	1.53
2010-11	5-8	61	265	80.0	54.8	1.24
2011-12	5-8	62.8	274	83.6	55.4	1.34

2012-13	5-8	78.8	287	37.0	18.9	1.00
2013-14	5-8	78	285	50	24	1.35
2014-15	5-7	79	242	54	25.9	1.46

In addition, the school administered the NYS Common Core Algebra Regents for the second year in Grade 8 in lieu of the 8<sup>th</sup> grade State Math exam following guidance from NYSED which allowed students to forego the 8<sup>th</sup> grade math exam if they took the Regents instead. In only the third year of administering the exam, 89% of our 8<sup>th</sup> graders tested passed. We feel this shows that every year we have with the Common Core curriculum will only make our teachers and cohorts stronger. Additionally, we feel that the Regents results are representative of the strong mathematics instruction students are receiving to help prepare them for college as they are taking these Regents exams in 8<sup>th</sup> grade instead of waiting for high school which is typical of many students in New York State.

### Common Core Algebra Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Year	Number Tested	Percent Passing
2014	65	66%
2015	67	79%
2016	71	90%

#### Goal 1: Growth Measure<sup>21</sup>

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

#### Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

This report contains 2014-15 results, the most recent Growth Model data available.<sup>22</sup>

#### Results

In 2014-15 the Mean Growth Percentile for Kings Collegiate overall was 70. This is in comparison to the Statewide Median of 50.

<sup>21</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>22</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

**2014-15 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Average
5	59	50.0
6	84	50.0
7	65	50.0
8	N/A	50.0
All	<b><u>70</u></b>	50.0

**Evaluation**

Kings Collegiate scored a 70 for the Mean Growth Percentile in comparison to the Statewide Median of 50, therefore Kings Collegiate met this measure.

**Additional Evidence**

Over the past two years, Kings Collegiate has exceeded the Statewide Median of 50 by at least 10 point and therefore Kings Collegiate met this measure. We feel confident that Kings Collegiate building off of the growth students have year to year and that the longer the students are with us, the more growth we see.

**Mathematics Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile				Statewide Median
	2011-12 <sup>23</sup>	2012-13	2013-14	2014-15	
5		64	60	59	50.0
6		80	74	84	50.0
7		72	72	65	50.0
8		56	58	N/A	50.0
All		<b><u>68</u></b>	<b><u>66</u></b>	<b><u>70</u></b>	50.0

**Summary of the Mathematics Goal**

While Kings Collegiate students have consistently demonstrated strong performance in math over the past years, the Common Core standards presented a new level of rigor that fewer students were able to meet over the past three years. Despite this more rigorous exam, the school met four of its five accountability plan goals. Student performance in math at Kings Collegiate continues to exceed the performance of students in the local district and the performance of similar students across the state based on free lunch eligibility. The school did not meet its absolute goal this year, however, of at least 75% of students scoring proficient or advanced proficient on the Common Core math exam.

---

<sup>23</sup> Grade level results not available.

Additionally, we are happy to report that our 8<sup>th</sup> graders took the Common Core Regents exam for third time and 90% passed ( $n=71$ ). Our students' strong performance on this high school level exam demonstrates the rigor of our Math program and the strong skills and achievement level of our students

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

### Action Plan

The increase in absolute performance across our school in mathematics on the 2015-16 Common Core mathematics exam has demonstrated that we have taken the right steps since Common Core began three years ago but we still need to put more careful thought into what we are doing to increase the rigor of the school's math program. In order to address this, the Principal of the school, a former math teacher with consistently successful results of 100% of his students receiving 3s and 4s in 2008 and 2009, will continue coaching and giving feedback to math teachers as well as ensuring that all math lessons and curricula are Common Core aligned. He will also co-teach with our 5<sup>th</sup> and 6<sup>th</sup> grade math teachers to increase the performance of students who have had the least time with us more quickly. We will still have a staff resource to monitor math instruction, the school, along with other Uncommon Schools across Brooklyn. Finally, the school will be working with other Uncommon Schools to streamline instructional materials across schools and make sure that teachers are not reinventing the wheel, but instead are using the best instructional materials available for each objective they teach so that their time can be spent on the highest leverage instructional activities like assessing students, tutoring, and differentiating instruction.

### SCIENCE

#### Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

**Background**

The Science curriculum at Kings has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth and sixth grade science curriculum is designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that align with our science content. Science instruction consistently reinforced both math and reading comprehension skills, and our science teachers frequently worked closely with both our math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills. In eighth grade Science, the Regents examinations in The Living Environment were administered for the fifth year in a row. In preparation for this, students participated in a rigorous course of study and set of laboratory activities, again using literacy skills to complete lab reports throughout the year and conduct research. Students took the Living Environment Regents exam in lieu of the 8<sup>th</sup> grade State Science exam, following guidance from NYSED which allowed students to forego the 8<sup>th</sup> grade science exam if they took the Regents instead.

**Goal 3: Absolute Measure**  
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

**Method**

In lieu of administering the New York State Testing Program science assessment in 8<sup>th</sup> grade science, the school administered the Regents examination in the Living Environment. The state has set the passing score for Regents exams at 65.

**Results**

In the school’s sixth year of administration of the NYS Regents exam in The Living Environment, 85% of students tested (n=72) scored a 65 or higher on the exam, which was equivalent to passing the exam.

**Science Regents Passing Rate by Cohort and Year**

Year	Number	Percent
------	--------	---------

	in Cohort	Passing
2014	66	91%
2015	67	81%
2016	72	85%

### Evaluation

This measure was met and exceeded, with 85% of students achieving “proficiency” as measured by a passing grade of 65 or higher on the Regents exam (equivalent to “Level 3 or higher” on the State Science exam).

### Additional Evidence

The table below shows performance of Kings Collegiate 8<sup>th</sup> graders on the Living Environment Regents exam for the past five years. For the past five years, the majority of students passed the Regents exam with a score of 65 or higher.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency											
	2010-11		2011-12		2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	96%	49	84%	56	91%	65	91%	65	81%	67	86%	71
All	96%	49	84%	56	91%	65	91%	65	81%	67	86%	71

### Goal 3: Comparative Measure

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

### Method

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

### Results

At the time of this report, comparative NYS Science exam and NYS Regents exam data had not yet been released. Kings Collegiate will update this report when the data becomes available.

#### 2015-2016 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	86%	71	N/A	N/A

### Evaluation

N/A

### Additional Evidence

Over the past three years, Kings Collegiate 8<sup>th</sup> graders have consistently out-performed the district when comparing their Living Environment Regents scores to the districts' Science State Exam Scores. We expect the trend to remain the same when the 2015-2016 data is released for the district.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students									
	2010-11		2011-12		2012-13		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	94%	47%	84%	65%	91%	Data not released	81%	Data not released	86%	Data not released
All	94%	47%	84%	65%	91%	Data not released	81%	Data not released	86%	Data not released

### Summary of the Science Goal

Kings Collegiate exceeded its one measurable science goal for the 2015-16 school year and feels confident that it will exceed the comparative goal once data is released on Community School District 18's Living Environment Regents performance.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the	N/A

	state exam will be greater than that of all students in the same tested grades in the local school district.	
--	--	--

**Action Plan**

Kings Collegiate looks forward to continuing to build on the success of our successful Regents exam administration in the following ways:

- Implementing a revised 8<sup>th</sup> grade Living Environment curriculum that builds on lessons from the past years
- Utilize ELA strategies and instruction in the Living Environment classroom to ensure our lowest readers can understand the text of the Common Core Curriculum for Living Environment
- Align classroom lessons and materials to revised Scope & Sequence for science grades 5-8 that builds up to Regents preparation in 8<sup>th</sup> grade and also adds elements of Common Core standards so that this course is aligned to the new Common Core Regents expectations

**NCLB**

**Goal 5: NCLB**  
The school will make Adequate Yearly Progress.

**Goal 5: Absolute Measure**  
Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

**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 state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

**Results**

Kings Collegiate is currently in “Good Standing” under the NCLB accountability system.

**Evaluation**

Kings Collegiate is currently in “Good Standing” under the NCLB accountability system and will continue to work diligently to meet each NCLB requirement and comply with all stated guidelines.

**NCLB Status by Year**

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing