



**KING CENTER
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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INTRODUCTION

The King Center Charter School (KCCS) opened on August 14, 2000 with eighty kindergarten to Grade 3 students. In 2001, KCCS added a fourth grade class increasing enrollment to 100, and implemented an early admissions program which allowed the school to provide school readiness activities for those three and four-year old students for whom kindergarten spots had been reserved. This program is no longer in effect in accordance with New York State Charter School Admissions law. All students in all grades are selected by a lottery. In 2010, the school admitted its first fifth grade cohort and a second class of first grade students which increased the student population to 176 students. In 2011, we added our first section of sixth grade and a second section of third grade. The 2011 cohort of 6th graders graduated from the school in June of 2012 because KCCS did not have a 7th grade. The school subsequently applied for and was granted an extension to its charter to add grades 7 and 8. The school added its first class of 7th graders in 2013. In the school year 2013-2014, KCCS operated with two sections of students K-4 and one section each of 5th, 6th, and 7th grades. At full run rate, KCCS will serve 435 students, K-8, with two sections each K-6 and 8 sections of 12 students each in grades 7-8.

KCCS has never lost sight of its original goal to help students and families not typically successful in urban schools overcome barriers and achieve academic and personal success. Through on-going data analysis, observation, and inclusive planning conversations with all stakeholders, the school continues to add strategic elements to its design and offerings in order to respond to our data, evolving curricular standards as well as the emerging needs of our families. The school has also broadened its network of partnerships in order to holistically serve its students.

The key design elements for the 2013-2014 school year included:

1. Strong parental involvement through participation in three teacher conferences per year, homework support, volunteer opportunities and a working Parent-Teacher Organization;
2. Implementation of New York State Common Core Standards for all grades;
3. 8 days of in-service professional development and preparation for the faculty and staff before the advent of the school year followed up by weekly professional development sessions;
4. Use of on-going formative assessment data to inform dynamic learning objective guides;
5. Implementation of a K-7 KCCS writing program in which each student employed the writing process to compose 4 extended non-fiction pieces and one short story;
6. Longer school day for grades K-6 than a typical Buffalo public school and an extended day for the 7th graders to cover sports, homework help, and enrichment activities;
7. A summer reading and math program for struggling students;
8. Departmentalized academic instruction beginning in 5th grade;
9. Two certified teachers in each classroom;
10. Research-driven KCCS middle school advisory program founded on non-cognitive principles that strengthen tenacity in children and that emphasizes the acquisition of college knowledge;
11. Social, emotional and health support systems for families and students implemented by a full-time nurse and social worker;

12. Community partnerships with mental health clinics, private schools, and athletic organizations;
13. Commitment to technology, making it possible for all teachers to integrate digital tools into their daily teaching;
14. Daily morning meetings with the entire student body to emphasize shared community values and to instill background knowledge and reinforce academic vocabulary and critical thinking;
15. ESL services

The King Center Charter School is located on the east side of Buffalo, which is one of the most impoverished urban communities in the United States. Almost all of its students are economically disadvantaged. While the school continues to attract African-American students from its east side neighborhood, it is beginning to enroll more and more immigrant families. In order to serve this population, KCCS added its first ESL teacher last year. In 2013-2014, in response to growing demand, the school’s strategic plan, and more complex programmatic needs, the KCCS Board of Trustees decided to purchase Buffalo Public School 71, which was 2 miles from the school’s original site. The new school building afforded the school a gym and an auditorium as well as more than 20,000 more square feet of instructional space so that all of the grades and staff could be housed under one roof. In addition, by owning its facility rather than renting, the Board could allocate more dollars to direct student services. The KCCS Board completed the purchase of School 71 at the end of the 2013-2014 school year and spent the summer of 2014 renovating the building.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	Total
2010-11	42	21	25	22	20	-	-	-	177
2011-12	47	46	47	24	24	25	23	-	238
2012-13	44	47	50	46	25	23	25	-	260
2013-14	57	52	49	45	43	24	21	22	313

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English Language

Background

The King Center Charter School Education Plan drives the instructional program and is organized to address the role of administration, instructional staff, parents and students in four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The KCCS educational plan is intentionally ordered in this manner to maximize the use of student performance to guide practice. All instructional work is aligned with the educational plan as documented in the school's LOGS (Learning Objective Guides). Every two weeks, each lead teacher meets with the School Principal, the Director of Instruction and Curriculum, and the School Social Worker to collaboratively analyze leading indicator ELA data from a variety of assessments that are aligned with the New York State Common Core standards. These assessments are used to prioritize academic intervention services as well as to help adjust lesson plans and the Learning Objective Guides. In addition, the school's Leadership Team analyzes formative assessment data at regular intervals throughout the year to determine strategic responses that can include regrouping of students, the provision of additional assistance in the classroom, the procurement of additional materials, and the delivery of training for the teachers. When students emerge as falling off track, support action plans are created and implemented consisting of measures such as extra tutoring, counseling, parent conferences, home visits, etc.

In the 2011-2012 school year, KCCS teachers were introduced to the Common Core standards and were directed to teach them twice a week in preparation for their full implementation in 2012-2013. After analyzing the results from the 2013 state assessments, the KCCS leadership team determined that the assessment materials in the Scott Foresman Common Core textbook series that the school had purchased in anticipation of the state's adoption of the Common Core standards were misaligned with the actual New York State assessments. The Scott Foresman assessments lacked critical thinking rigor and its benchmark tests did not reflect the format or the length of the New York State assessments. We notified Pearson representatives of the inadequacy of their assessments and they sent curriculum specialists to our school to meet with us and give us additional resources. The school decided that it had to reorganize the Pearson materials by adding new reading and literature pieces, reformatting the vocabulary questions and adding short/extended responses so that they were more reflective of the New York State assessments.

At the same time, KCCS tested every student in the school using the F&P system to determine each student's reading level as a fall baseline and then provided regular small-group reading intervention to students who were below reading level according to the new Common Core standards. Our theory of change was that since a student can't critically engage with a text he or she can't read, we needed to quickly attend to our student's reading skills to catch them up to the new expectations.

In addition, we devoted professional development time during the year to teaching teachers how to teach critical thinking in both verbal and written environments.

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.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 7th grade in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	42	-	-	-	42
4	43	-	-	-	43
5	23	-	-	-	23
6	21	-	-	-	21
7	21	-	-	-	21
All	150	-	-	-	150

Results

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students Level 3 or 4		Enrolled in at least their Second Year Level 3 or 4	
	Percent	Number Tested	Percent	Number Tested
3	31%	42	27%	34
4	16%	43	15%	41
5	9%	23	9%	23
6	0%	21	0%	21
7	24%	21	24%	21
8	-	-	-	-

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

All	18%	150	16%	140
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In 2013-2014, 18% of all KCCS students performed at least at the level 3 cut score on the New York State ELA assessments and 16% of KCCS students in at least their second year performed at least at the level 3 cut score on the New York State ELA assessments.

Evaluation

KCCS did not meet its goal of 75% of its students achieving either a level 3 or 4 on the New York State assessments. The school did see improvement of 3.4 percentage points from its 2013 results, where 14.6% of all students achieved a 3 or 4. Among our students who have been with us for 2 or more years, our results were flat due to a number of our higher achieving students either moving out of town or being accepted to City Honors, Buffalo’s public entrance exam 5-12th grade school.

We saw the best results in third grade, which holds promise for greater growth in the future, and our 7th grade, though falling short of our school’s goal, performed much better than comparable 7th grades in the city of Buffalo. Our 5th and 6th grade performed far below the rest of the school. This surprised us as we had departmentalized in 5th and 6th grades for the year 2013-2014. Their formative assessments and F&P results were among the school’s strongest as well. The 5th and 6th grade ELA teacher is a veteran teacher who has been highly rated throughout her career. She was observed formally and informally throughout the school year and met with the instructional team every two weeks about her student’s performance data. Her classroom was well-run, she had no discipline issues to speak of, and her lesson plans and Learning Objective Guides were thorough and timely. We had qualitative and quantitative reasons to expect a better performance from these two classes. The students in the 5th and 6th grades, which had been our strongest grades just last year, need to use more sophisticated academic vocabulary in their short and extended responses. Last year, we emphasized the use of evidence to support their claims, which they did master, but our independent evaluator on the written portion of the exam still took off partial credit because of a lack of academic vocabulary use. In addition, our students reported that they could narrow down the multiple choice questions to the best two options, but were stymied as to which answer was the correct one and often just guessed.

The percentage of 2-year or more students at KCCS who scored at a Level 2 or above, who were, therefore, at least partially proficient, was 66% coming very near to matching the New York statewide average of 70%, even though we serve so many economically disadvantaged students, and far outpacing the results of our neighboring schools. We need to convert these Level 2s to 3s and make significant progress in achieving our accountability plan.

	% Level 2-4	
	% Free Lunch	Total
KCCS - All students	82%	65%
KCCS - 2nd Year Students	82%	66%
Harriet Tubman Academy	88%	16%
Build Academy	89%	22%
Dr. MLK Jr. Multicultural Center	87%	20%
Harvey Austin School 97	89%	19%
PS 59 Charles Drew Sci. Magnet	83%	29%
Buffalo Public School District	76%	38%

Additional Evidence

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

In the Common Core testing era, KCCS has shown an increase in the percentage of all students achieving at least a level 3 on the New York State ELA assessments and a slight increase in the percentage of students who have been with the school for at least two years. KCCS has shown its largest percentage of growth in third grade. Since the school began to introduce Common Core standards to all grades three years ago, one year, that is, before the official adoption of the Common Core by New York State, last year's have received Common Core instruction since kindergarten. We expect to see increasingly strong results from this initial cohort of students. In addition, the number of all students achieving at least partial proficiency has grown in ELA using the Common Core assessments.

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	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	28.6%	21	17.1%	35	27%	34
4	43.8%	16	4%	24	15%	41
5	42.1%	19	20%	20	9%	23
6	33.3%	21	21.7%	23	0%	21
7	-		-		24%	21
All	36.4%	77	15.7%	102	16%	140

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 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

Brief narrative highlighting results in the data tables that directly address the measure by comparing the PLI to this year’s AMO.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
150	35	47	17	1

$$\begin{array}{rcccccccc}
 \text{PI} & = & 47 & + & 17 & + & 1 & = & 65 \\
 & & & & 17 & + & 1 & = & \underline{18} \\
 & & & & & & \text{PLI} & = & 83
 \end{array}$$

Evaluation

KCCS did not meet the PLI for ELA, missing the benchmark by 6 points. Given our small denominator of 150 students, we missed achieving the PLI by just a few students. If three more had achieved a level 3 or 6 more a level 2, the school would have achieved its PLI. This result reinforces our overall interpretation of the results that the school is actually quite close to achieving its accountability plan in ELA and that we need to continue to implement the programs we have in place with some strategically targeted adjustments.

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

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the 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.³

Results

**2013-14 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	27%	34	13%	2302
4	15%	41	15%	2341
5	9%	23	9%	2427
6	0%	21	10%	2362
7	24%	21	11%	2504
All	16%	140	12%	11936

Evaluation

In 2014, KCCS outperformed all schools in Buffalo by 4 percentage points, or 33%, in ELA, for students who have been with the school for 2 or more years and by 6 percentage points, or 50%, for all students. The gap was widest in 3rd and 7th grades. 3rd graders had received Common Core instruction for more years than most Buffalo 3rd graders, because KCCS was an early adopter of the Common Core. 7th grade was taught in a 12-student seminar format, which we believe contributed to their greater success when compared to the entire district.

KCCS also outpaced the Buffalo School District in the percentage of students performing at or above partial proficiency. The KCCS Level 2-4 rate is 66%; the Buffalo Public School Level 2-4 rate last year was 38%.

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

Additional Evidence

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

KCCS continues to outscore the entire Buffalo Public School District in ELA, The District had an 76% Free Meal rate; KCCS's Free Meal rate is rate was 82%. When compared to east side Buffalo Public Schools that enroll a similar demographic as KCCS, KCCS demonstrates significantly more success in ELA over the last three years.

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	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	28.6%	27.2%	17.1%	12%	27%	13%
4	43.8%	43.8%	4%	10.7%	15%	15%
5	42.1%	42.1%	20%	9.8%	9%	9%
6	33.3%	31.4%	21.7%	12.3%	0%	10%
7	-	-	-	-	24%	11%
All	36%	29%	16%	11%	16%	12%

2013-14 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		Harriet Tubman Academy		Build Academy		DR. MLK Multicultural Institute	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27%	34	0%	41	2%	46	4%	48
4	15%	41	9%	33	2%	47	5%	63
5	9%	23	0%	37	0%	48	0%	95
6	0%	21	0%	54	0%	45	4%	52
7	24%	21	0%	45	4%	53	0%	70
All	16%	140	1%	210	2%	239	2%	328

**English Language Arts Performance of
School and Comparison Schools by School Year**

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		Harriet Tubman Academy		Build Academy		DR. MLK Multicultural Institute	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2011-12	3-6	36.4	77	8.2	231	16.9	213	13.2	319
2012-13	3-6	15.7	102	2.75	182	2.03	198	4.45	281
2013-14	3-7	16%	140	1%	210	2%	239	2%	328

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.⁴

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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

Results

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	84.8	45	13.3	20.1	- 6.8	-0.58
4	96.0	25	4.0	15.3	-11.3	-0.95
5	95.7	22	18.1	15.8	2.3	0.20
6	92.0	24	25.0	11.9	13.1	1.51
7						
8						
All	90.8	116	14.6	16.6	- 1.9	-0.08

School's Overall Comparative Performance:
Lower than expected

Evaluation

KCCS demonstrated a lower than expected aggregate Effect Size, showing stronger results in its new middle school. The data illustrates the school's shift to the more rigorous Common Core assessments and standards, demonstrating a somewhat uneven adjustment across grades. Though local conditions, such as poor transportation options that limit some families' ability to participate in extra academic offerings, may play a role in dampening the KCCS effect size, the faculty and administration of the school aim to employ research-based best practices that ought to increase achievement for our students regardless of local context.

Additional Evidence

Since the advent of the Common Core Standards in ELA, KCCS has not achieved a positive effect size when compared statewide. This reflects the school's teachers and students challenging transition to the new assessments and standards, particularly in their attempts to quickly catch up to the elevated reading and conceptual thinking expectations.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	91%	64	37.5	34.7	.170
2011-12	3-6	89.2%	96	33.3	35.4	-0.12

2012-13	3-6	90.8	116	14.6	16.6	-0.08
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Goal 1: Growth Measure⁵

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

The ELA mean growth data for 2012-2013 demonstrates that our students grow at a greater rate than the state median. Grades 4 and 6 demonstrate the strongest growth rates for the school.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	-	50.0
4	60	50.0
5	49	50.0
6	58.5	50.0
All	55.8	50.0

Evaluation

The growth data demonstrates that KCCS met its growth measure. The data reflects the school’s internal formative assessment results that show our students are learning and achieving but not at

⁵ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

⁶ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

a rate fast enough to catch up quickly to the absolute levels of the new Common Core assessment expectations.

Additional Evidence

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

Grade	Mean Growth Percentile			
	2010-11 ⁷	2011-12 ⁷	2012-13	Statewide Average
3			-	50.0
4			60	50.0
5			49	50.0
6			58.5	50.0
All	**	**	55.8	50.0

** Given the timing of the report the NYS Growth Reporting System was not available to access the 2011 or 2012 Mean Growth Percentile.

Goal 1: Optional Measure

Each year, 75% of students will met or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Reading.

Method: NWEA MAP

Result: 26%

Evaluation: Students had some difficulty navigating NWEA technology as well as putting forth full effort into the formative assessment in light of other assessments the school has traditionally administered.

Goal 1: Optional Measure

Each year, 75% of students will achieve proficiency on Benchmark Examinations.

Method: Teacher Redacted Pearson Benchmarks

Results: 42%

Evaluation: KCCS made the Scott Foresman Benchmarks longer and added more difficult questions to align with the rigor of the New York State Common Core Assessments.

Goal 1: Optional Measure

Each year, 75% of students will be scoring at level 3 or above on the Scott Foresman Writing rubric.

⁷ Grade level results not available.

Method: Evaluation of Extended Writing Using Pearson Writing Rubric

Results: 31%

Evaluation: Based on an evaluation of the students' writing results on the 2013 New York State Assessments, teachers were trained to more rigorously evaluate student extended writing to match NY State Common Core Standards.

Goal 1: Optional Measure

Each year, 100% of students will complete 5 bound writing pieces.

Method: Pieces were required, evaluated, collected, and bound

Results: 100% complete

Evaluation: All students experienced and learned the process of writing extended pieces throughout the year.

Goal 1: Optional Measure

Each year, 75% of students will be reading at or above grade level as defined through Fountas and Pinnell testing

Method: F&P Baseline and follow-up assessments were given throughout the year by a team of specially trained reading instructors

Results: 39%

Evaluation: Students could not catch-up rapidly enough to the elevation in Common Core Expectations

Goal 1: Optional Measure

Each year, 75% of students will increase from their Fountas and Pinnell Fall baseline. (*grades 1-7 only)

Method: Year-end F&P results

Results: 93%

Evaluation: This aligns with other measures indicating overall academic growth in the student body after interventions are put in place but not rapid enough growth to hit absolute Common Core grade level expectations.

Goal 1: Optional Measure

Each year, 75% % of students in Kindergarten will increase from their Fountas and Pinnell Winter Baseline

Method: Year-end F&P assessment

Results: 77%

Evaluation: Kindergarten students demonstrated growth in their reading skills.

Summary of the English Language Arts Goal

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.	Did Not Achieve
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 2012-13 school district results.)	Did Not Achieve
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
Absolute	Each year, 75% of students will met or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Reading.	Did Not Achieve
Absolute	Each year, 75% of students will achieve proficiency on Benchmark Examinations.	Did Not Achieve
Absolute	Each year, 75% of students will be scoring at level 3 or above on the Scott Foresman Writing rubric	Did Not Achieve
Absolute	Each year, 100% of students will complete 5 bound writing pieces.	Achieved
Absolute	Each year, 75% of students will be reading at or above grade level as defined through Fountas and Pinnell testing.	Did Not Achieve
Growth	Each year, 75% of students will increase from their Fountas and Pinnell Fall baseline. (*grades 1-7 only)	Achieved
Growth	Each year, 75% % of students in Kindergarten will increase from their Fountas and Pinnell Winter Baseline	Achieved

Action Plan

The data suggests that the students are growing under the influence of the existing ELA program; we need to increase their rate of growth. In response to the 2014 ELA results, KCCS is implementing the following additions to its program to increase its performance on the 2015 assessments:

1. Common Core Question Exit Slips: Each day, students will be given time at the end of the ELA period to answer a question from a bank of Common Core Assessment questions. In exit interviews with students after the 2014 tests, we noticed that the students were often stymied by the format of the questions rather than the content. Teachers will review and revisit the previous day's exit slip at the start of each ELA block.

2. Odyssey Program: The school will purchase and implement the Odyssey software for all students in the testing grades. This will be directly linked to individual student MAP data. It will provide individualized independent practice, intervention and enrichment for students in grades 3-8.
3. Earlier Saturday Academic Program: The school will offer Saturday intervention and enrichment classes beginning in the fall rather than its usual late winter/early spring offering.
4. Laptops: The school will invest in purchasing a laptop for every student in the school.
5. Instructional Technology Director: The School has hired an expert in technology and instruction to train students and teachers on how to employ technology to increase student achievement. The technology director will be responsible for implementing instructional units that will prepare students in grades 2-8 for the upcoming PARCC Assessments.
6. KCCS Guide to Using Academic Vocabulary: KCCS has created and printed a book for parents to use with their children to use academic vocabulary in the context of their daily lives. Each parent will receive a copy of the book at parents' night. In addition, the teachers will be reinforcing the words in the book during the school day in both written and verbal formats.
7. Critical Thinking: Teachers received training to balance the teaching of skills with opportunities to use skills to solve problems in ELA.
8. Individual Growth Plan: All teachers will be following an IGP in 2014-2015. Growth plans will be directly connected to teacher evaluations. The Principal and Director of Curriculum will check plans and progress during monthly data meetings.
9. Trend Analysis: The Office of Instruction and Curriculum will be analyzing the response trends for the 2014 New York State tests and using these trends to drive emphasis points in the curriculum.
10. Additional Counselor: KCCS hired a second social worker to help with social-emotional issues.
11. Restructured the 4th grade team based on formative assessment, classroom observations and results in both internal and state metrics.

MATHEMATICS

Goal 2: Mathematics

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

Background

The King Center Charter School Education Plan drives the instructional program and is organized to address the role of administration, instructional staff, parents and students in four major areas that included assessment driven decision-making, curriculum development, professional support and instructional procedures.

The KCCS educational plan is intentionally ordered in this manner to emphasize the importance of using student performance to guide practice. All instructional work is aligned with the educational plan. At strategic intervals throughout the year, King Center staff collected and collaboratively analyzed leading indicator math data from a variety of assessments that had been aligned with the New York State Common Core standards. These assessments were used to prioritize academic intervention services as well as to help adjust lesson plans and learning objective guides. In addition, each teacher in grades 3-7 met on a bi-weekly basis with the school's leadership team and social worker to track progress in math and ELA and cross-reference with patterns in attendance and behavior. When students emerged as falling off track, support action plans were created and implemented consisting of measures such as extra tutoring, counseling, parent conferences, home visits, etc.

In the 2011-2012 school year, KCCS teachers were introduced to the Common Core standards and were directed to teach them twice a week in preparation for their full implementation in 2012-2013. In the 8 days of professional development leading up the beginning of the 2013-2014 school year, the KCCS faculty received professional development and planning time for the full implementation of the standards. In addition, knowing that the Mathematics standards emphasized critical thinking and analysis of mathematical concepts and procedures, the faculty was given extra support and instruction on how to teach the deeper meaning behind mathematical concepts and how to use problem-solving skills to analyze and dissect complex mathematical concepts, procedures and theories. The school hired an additional curriculum and instruction specialist to coordinate math instruction throughout the school and went to a departmentalized structure in the middle school, grades 5-7, with math specialists teaching all math classes.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 7th grade in April 2014. 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.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	42	-	-	-	42
4	43	-	-	-	43
5	23	-	-	-	23
6	21	-	-	-	21
7	21	-	-	-	21
All	150	-	-	--	150

Results

**Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	33%	42	29%	34
4	12%	43	12%	41
5	0%	23	0%	23
6	10%	21	10%	21
7	10%	21	10%	21

⁸ Students exempted from this exam according to their Individualized Education Program (IEP), 21 because of English Language Learners (ELL) status, or absence for at least some part of the exam.

All	15%	150	14%	140
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In 2014, 15% of all the students at KCCS and 14% of the students enrolled in at least their 2nd year were proficient in math based on the New York State Common Core Assessments. Grade 3 represented the strongest results and Grade 5 exhibited the worst results. 58% of the KKCS students were at least partially proficient, scoring between a level 2 and 4.

Evaluation

Since KCCS began to implement the Common Core a full year before its official adoption by New York State, we saw our greatest achievement in third grade whose students had begun to become more acclimated to the higher expectations beginning in kindergarten. The schools' 5th and 6th grades achieved the worst results. The 5th and 6th grade math specialist worked very closely with the school's math curriculum and instruction specialist throughout the year. She was observed formally and informally several times and was found to run a model classroom with few disruptions and all students on task. Her planning and lesson documents were completed on time and completely aligned with the standards. All of the KCCS math instructional plans were aligned with the New York State Common Core Standards and the 2014 EngageNY teachers guide was used to determine the percentage of time that should be spent on certain math concepts. We found that the actual assessments did not at times align with the EngageNY recommendations. For instance, fourth grade measurement (angles) was more heavily emphasized on the test than the EngageNY teacher's guide suggested.

In exit polling we found that our 5th and 6th graders felt especially confident that they had done well on the assessment evidencing a significant gap between what the test asked them to do and what they thought the test asked them to do. Our analysis of their responses reveals that the students did not understand that the problems were asking them to carry out 3 steps or more (despite our coaching on this throughout the year in math class and at morning meeting) and they stopped after their initial calculation. They are still, for the most part, viewing math as a calculative skill rather than an opportunity to apply mathematical skills and concepts to solve problems.

Additional Evidence

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

KCCS math performance fell by 2.5% from last year, when the first set of Common Core assessments were delivered for students at least in their second year. For levels 2-4 for students in at least their second year, KCCS fell from 62% in 2013 to 56% in 2014.

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	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	42.9%	26.9%	22%	36	29%	34
4	43.8%	37.1%	16%	24	12%	41
5	42.1%	28.3%	10%	20	0%	23
6	42.9%	33.9%	13%	23	10%	21
7	-	-	-	-	10%	21
All	43%	32%	16.5%	103	14%	14%

	% Level 2-4	
	% Free Lunch	Total
KCCS - All students	82%	58%
KCCS - 2nd Year Students	82%	56%
Harriet Tubman Academy	88%	13%
Build Academy	89%	19%
Dr. MLK Jr. Multicultural Center	87%	18%
Harvey Austin School 97	89%	22%
PS 59 Charles Drew Sci. Magnet	83%	27%
Enterprise Charter School	85%	54%
Westminster Charter School	78%	44%
Buffalo Public	76%	40%

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. 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 200.⁹

Results**Mathematics 2013-14 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
150	42	43	11	4

$$\begin{array}{rcccccc}
 \text{PI} & = & 43 & + & 11 & + & 4 & = & 58 \\
 & & & & 11 & + & 4 & = & \underline{15} \\
 & & & & & & \text{PLI} & = & 73
 \end{array}$$

Evaluation

The school did not make its Math PLI by 13 points due to the increased number of level 1s in 5th grade and the loss of its better students due to family movement and a few who tested into City Honors, Buffalo’s exam-entrance 5-12 middle/high school.

Goal 2: Comparative Measure

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

⁹ In contrast to NYSED’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.¹⁰

Results

**2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All Buffalo District Students	
	Percent	Number Tested	Percent	Number Tested
3	29%	34	16%	2347
4	12%	41	16%	2371
5	0%	23	13%	2417
6	10%	21	15%	2374
7	10%	21	10%	2471
All	14%	140	14%	11980

For students in at least their second year at KCCS, KCCS equaled the district average and performed one percentage point higher when all KCCS students are included. When compared with Buffalo Public Schools with a similar demographic student body, KCCS demonstrated relative strength outscoring these schools by between 12-13 percentage points in the aggregate and 27 percentage points in third grade forecasting significant future comparative gains. When levels 2-4 are considered, KCCS outscored the district by 16 percentage points and significantly outscored its neighboring public schools by between 31 and 45 percentage points in levels 2-4 comparing all students.

**2013-14 Mathematics Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		Harriet Tubman Academy		Build Academy		DR. MLK Multicultural Institute	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29%	34	2%	41	2%	44	9%	46
4	12%	41	6%	32	0%	48	2%	64
5	0%	23	0%	34	4%	45	0%	88
6	10%	21	0%	52	0%	45	4%	48
7	10%	21	0%	44	2%	49	0%	67
All	14%	140	1%	203	2%	231	2%	313

¹⁰ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**Mathematics Performance of
School and Comparison Schools by School Year**

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		Harriet Tubman Academy		Build Academy		DR. MLK Multicultural Institute	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2011-12	3-6	42.9	77	11.8	228	12.6	215	18.9	319
2012-13	3-6	16.5	103	1.08	184	0	201	2.49	283
2013-14	3-7	14%	140	1%	203	2%	231	2%	313

Evaluation

The school did not meet its math accountability measure for students who have been with the school for at least 2 years because it scored at the same level as the district. It did meet this accountability standard for all students by one percentage point. The loss of several good math students who had been with the school for many years contributed to the diminution in aggregate math achievement especially at the middle school grades. In addition, the middle school math students struggled with the format of the questions on the New York State Assessments and did not achieve at the same levels as they had on the Scott Foresman math Benchmarks and the Rally Practice Common Core Assessment Test the school gave its students in February.

Additional Evidence

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

**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	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	42.9%	26.9%	22%	13.5%	29%	16%
4	43.8%	37.1%	16%	10.2%	12%	16%
5	42.1%	28.3%	10%	9.3%	0%	13%
6	42.9%	33.9%	13%	10.7%	10%	15%
7	-	-	-	-	10%	10%
All	43%	32%	16%	11%	14%	14%

KCCS has demonstrated a history of outscoring the District of Buffalo on the math assessments. In 2014, it equaled the district for students with 2 or more years and outscored the district by one percentage point for all students.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	84.8	46	19.6	23.6	- 4.0	-0.26
4	96.0	25	16.0	20.9	- 4.9	-0.30
5	95.7	22	9.1	16.3	- 7.2	-0.49
6	92.0	24	16.6	15.4	1.2	0.09
All	90.7	117	16.2	20.0	- 3.7	-0.24

School’s Overall Comparative Performance:
Lower than expected

¹¹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

The KCCS effect size was lower than expected in 2013.

Evaluation

KCCS did not meet the aggregate effect size measure, missing the mark by -.24. Grade 6 had a positive effect size of .09 while the other grades were lower.

Additional Evidence

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	91	64	54.7	45.1	0.51
2011-12	3-6	89.2	95	40	45	-0.39
2012-13	3-6	90.7	117	16.2	20.0	-0.24

The KCCS aggregate effect size has fallen since the advent of more rigorous standards and longer tests. In the first year of the New York State Math Common Core Assessments, the school's effect size did improve from the previous year.

Goal 2: Growth Measure¹²

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 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.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹³ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	-	50.0
4	51	50.0
5	59	50.0
6	67.5	50.0
All	<u>59.2</u>	50.0

The KCCS mean growth score is above the state average, with significant growth above the mean at the middle school grades.

Evaluation

The math growth results recapitulates a common theme found in our other data sets: KCCS students are growing and getting better results, but their rate of improvement is not rapid enough to match the expectations of the Common Core curriculum.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
3			-	50.0
4			51	50.0
5			59	50.0
6			67.5	50.0
All	**	**	59.2	50.0

** Given the timing of the report the NYS Growth Reporting System was not available to access the 2011 or 2012 Mean Growth Percentile.

¹⁴ Grade level results not available.

Goal 2: Optional Measure

Each year, 75% of students will met or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Mathematics

Method: NWEA Map Assessments

Results: 18%

Evaluation: Students struggled with the on-line testing format.

Goal 2: Optional Measure

Each Year, 75% of students will achieve proficiency on Math Benchmarks.

Method: Redacted bi-weekly Scott Foresman Benchmarks

Results: 53%

Evaluation: Benchmark materials were edited for greater rigor and length making the proficiency benchmark more challenging.

Summary of the Mathematics Goal

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.	Did Not Achieve
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.	Did Not Achieve
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 2012-13 school district results.)	Did Not Achieve
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
Absolute	Each year, 75% of students will met or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Mathematics	Did Not Achieve

Absolute	Every Year, 75% of students will achieve proficiency on Math Benchmarks.	Did Not Achieve
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Action Plan

KCCS has responded to its math results immediately, meeting with all teachers who have been charged with delivering the curriculum. While the school saw strength in its third graders, who have been receiving Common Core math standards since kindergarten, it was surprised by its middle school results because its year-long Scott Foresman Benchmark data was relatively strong. The faculty had revised the Pearson materials to make them longer, more challenging and more rigorous and we thought that they mirrored the expectations of the New York State Assessments well. The math classrooms were well run and organized. We believe that the students need more time struggling through multi-step problem solving situations. Towards this end, we have added the following elements to our 2014-2015 program:

1. Departmentalization from 4th – 8th grades: All students in these grades will be taught by a dedicated math specialist. The school was able to recruit a new math teacher who demonstrated excellent results in 6th grade math at another charter school.
2. Integration of Odyssey by Compass Learning into Math Curriculum for all testing grades.
3. Grade 6, which achieved 0% proficiency last year, will be taught in sections of 11 students. This is a change from the previous composition of a class of a single-class of 22. This will provide for more individualized instruction, enrichment and intervention.
4. Restructured the 5th and 6th grade teams to allow for a dedicated math specialist for each grade.
5. Students will be given regular time during class to struggle through New York State Assessment Common Core math problems from previous year’s tests.
6. Teachers received professional development on how to allow students to struggle with the application of math skills to multi-step problems.

SCIENCE

Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific concepts.

Background

The science education plan is organized to address the role of administration instructional staff, parents and students in four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The King Center Charter School's educational plan is intentionally ordered in this manner to emphasize the importance of student performance to guide practice. The King Center staff collected and collaboratively analyzed science data from assessments that were aligned to the New York State standards to update the curriculum/pacing for the 2013-14 school year.

During the 2013-14 school year the King Center Charter School continued to implement a science curriculum derived from the New York State Science standards using a variety of resource materials. The primary teaching strategies included small group instruction and hands-on experience with scientific tools and materials. In addition, KCCS partnered with the Park School, a local independent school, to deliver science enrichment based on the New York State Standards to KCCS 4th graders on the Park School campus using their labs and environmental science resources.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2014. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in

at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

95% of all KCCS 4th graders were proficient as evidenced by results from the New York State Science Exam.

**Charter School Performance on 2013-14 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All Charter School Students	
	Percent	Number Tested	Percent	Number Tested
4	95%	41	93%	44

Evaluation

KCCS met its science proficiency goals for the 2013-2014 school year. The school continued its traditional program of delivering the science curriculum in small group settings with hands-on techniques. In addition, it restructured its partnership with the Park School to concentrate on 4th graders focusing on New York State science standards.

Additional Evidence

KCCS has demonstrated a consistent pattern of achieving its accountability goal of 75% of its students exhibiting proficiency on the New York State 4th grade science assessment.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number	Percent	Number	Percent	Number

		Tested		Tested		Tested
4	76%	17	95%	23	95%	41
All	76%	17	95%	23	95%	41

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

**2013-14 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		Local District Students	
	Percent	Number Tested	Percent	Number Tested
4	95%	41	Not Available	Not Available

Evaluation

Since the Buffalo School District science results were not available at the time this report was due, we are unable to perform this analysis.

**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
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	Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	76%	62%	95%	67%	95%	N/A
8	-	-	-	-	-	-
All	76%	62%	95%	67%	95%	N/A

KCCS has traditionally significantly outscored the local district based on the percentage of students who achieved proficiency on the New York State science assessment. At the time of writing, the local district scores were not available for comparison to determine if this trend will continue.

Summary of the Science Goal

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

Action Plan

KCCS will continue with its current 4th grade program and the science related curriculum in grades K-3 that supports it. KCCS hired a 7-12 certified, experienced science teacher for 2014-2015 to teach grades 7 and 8. It is expected that grade 8, under her leadership, will continue to perform at a high level of proficiency and that having more advanced science curriculum and instruction in the school will strengthen the science program in the younger grades.

NCLB

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as 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. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

School In Good Standing

Evaluation

KCCS has been determined to be a school in good standing according to NCLB.

Additional Evidence

KCCS has demonstrated a consistent record of achieving its NCLB goal over the past three years.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

APPENDIX B: OPTIONAL GOALS

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 90% percent.

Method

Each morning, KCCS homeroom teachers take attendance and enter it into PowerSchool. Daily attendance rates are calculated by dividing the total number of enrolled students by the number of attendees. The daily average is calculated using the formula found in PowerSchool.

Results

KCCS exceeded its goal of a 90% daily attendance rate by 6 percentage points.

2013-14 Attendance

Grade	Average Daily Attendance Rate
1	92%
2	94%
3	94%
4	94%
5	95%
6	95%
7	95%
Overall	96%

Evaluation

The school met its attendance target for 2013-14. The factors contributing to this success are the school culture and two full-time employees, a Parent Liaison Officer and the School Counselor, who are dedicated to monitoring daily attendance rates at the individual student level and creating intervention plans.

Additional Evidence

Year	Average Daily Attendance Rate
2012-13	94%
2013-14	96%

KCCS consistently achieves its attendance goals.

Goal S: Absolute Measure

The King Center Charter School will launch 20 educational apps.

Method: KCCS successfully completed its grant with the Gates Foundation called the College Knowledge Challenge, launching 19 apps to the nation.

Results: 500,000 app maps were sent to low-income schools throughout the country and the apps were uploaded to a website, collegeappmap.org

Evaluation: More than 700,000 unique visitors have accessed the College Knowledge Challenge apps.

Goal S: Absolute Measure

Every Year 75% of middle school students will participate in athletics or extra curricular activity

Method: All 7th graders participated in an after school athletic and enrichment program as a requirement.

Results: 100% of the 7th graders played a sport or participated in a club or both.

Evaluation: Requiring an extended day for 7th graders kept them involved and invested in the school community creating a sense of commitment and excitement for the younger students.

Goal S: Absolute Measure

Every Year, 100% of Middle school students will participate in daily advisory

Method: Students in grades 5-7 were scheduled for a required first period advisory course using the KCCS written book "My Life Log"

Results: All students received information about post-secondary education and learned techniques for organizing their week's worth of work.

Evaluation: Almost all KCCS students understand that college is the expected culmination of their K-12 educational pathway.

Goal S: Absolute Measure

Every Year, 90% of parents will attend conferences

Method: KCCS held 3 parent conferences, which were scheduled, by reservation and attendance was taken through a sign-in process.

Results: 90% of parents attended all 3 conferences.

Evaluation: We are still concerned about the 10% who did not attend all 3 conferences and followed up with these parents on the phone and with the school counselor.

Goal S: Absolute Measure

Every Year, 100% of parents will receive weekly progress reports

Method: Teachers were required to send home a progress report after every administration of the Scott Foresman benchmark and require parents to return the report with their signature.

Results: 100% of the parents did receive regular progress reports. Because we amended the Benchmarks to be longer and more difficult to align with the rigor of the New York State Common Core Assessments, the tests were given twice a month and thus progress reports became bi-weekly.

Evaluation: Regular progress reporting is a key component of parent communication and student remediation.

Goal S: Absolute Measure

Every Year, 100% of faculty will receive 50 hours of Professional Development

Method: Faculty are required to attend 8 days of training before the start of school and weekly faculty meetings that almost always include a component of professional development.

Results: Faculty received more than 50 hours of professional development in 2013-2014.

Evaluation: We have begun to employ a train-the-trainer technique by sending select faculty to conferences and having them return to deliver the conference training to the entire faculty.

Goal S: Absolute Measure

85% of King Center Students will attend College.

Method: We will not have our first cohort of students for four more years.