

# Accountability Plan Progress Reports for the 2005-06 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools and Accountability*

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as the Accountability Plan**, which ultimately becomes part of its charter.

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

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

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

**King Center Charter School**  
**Accountability Plan**  
**Progress Report, 2005-06**

November 2006

Submitted to: Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207

***Background:***

*The King Center Charter School (KCCS) completed its sixth year of operation in 2005-06 as a K-4 school. The school opened in August 2000 as a K-3 school, adding one grade during the subsequent school year. This report was submitted within 30 days after the official release of the state assessment results.*

# King Center Charter School

## Accountability Plan Progress Report, 2005-06

Submitted on Friday, November 10, 2006  
 Prepared by: Director of Compliance Rod McCallum

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### Academic Goals

#### ENGLISH LANGUAGE ARTS

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

- I. Absolute Measure: Seventy-five percent of third and fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts (ELA) examination.**

#### **A. Method**

Third and fourth grade KCCS students took the ELA exam in January 2006. This administration was the first one to include third grade. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. KCCS has set an ambitious criterion of success for this measure.

The table below summarizes participation information for the January 2006 test administration. The table indicates total enrollment and total number of students tested. No students were excluded from the exam. Note that this table includes all students according to grade level and that all students have been enrolled for at least two years.

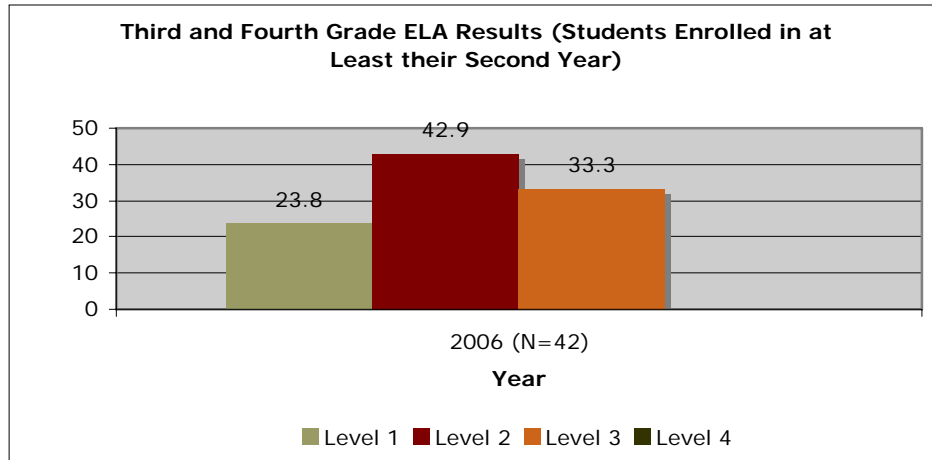
| Year | Grade(s) | Number of Students Tested in Grades 3-4 |                |
|------|----------|---|----------------|
|      |          | Total Tested                            | Total Enrolled |
| 2006 | 3        | 21                                      | 21             |
|      | 4        | 21                                      | 21             |
|      | All      | 42                                      | 42             |

#### **B. Results**

The following table presents the test results for all students, all of who were enrolled in at least their second year.

| Year | Population                                | Percent of Third and Fourth Grade Students at Each Performance Level |         |         |         |            | Number Tested |
|------|---|--|---------|---------|---------|------------|---------------|
|      |   | Level 1  | Level 2 | Level 3 | Level 4 | Levels 3&4 |               |
| 2006 | All Students                              | 23.8   | 42.9    | 33.3    | 0       | 33.3       | 42            |
|      | Students in at least 2 <sup>nd</sup> Year | 23.8   | 42.9    | 33.3    | 0       | 33.3       | 42            |

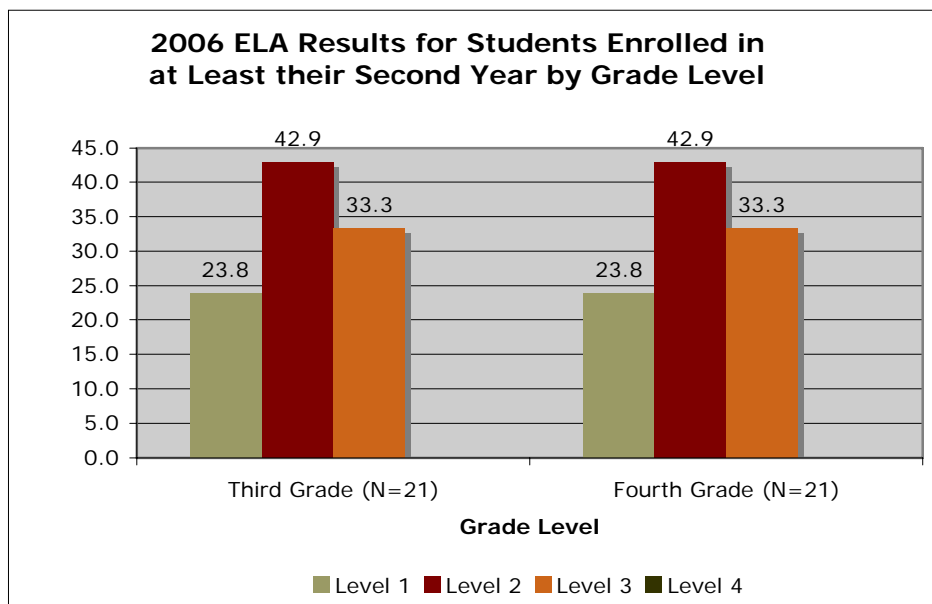
The following chart shows the performance of KCCS students in third and fourth grades that have been enrolled in at least their second year.



In 2006, 33.3 percent of this group of students performed at or above Level 3 (proficient) on the New York State English Language Arts Assessment (ELA).

### C. Evaluation

This result is below the measure's requirement that at least 75 percent of the students perform at or above Level 3. The following chart presents the performance of each of the tested grades. Student scores as reflected in performance level classifications were identical for both grades.



KCCS did not meet the measure for either grade, nor did it meet the measure overall.

## D. Additional Evidence

### 1. Year-to-Year Results

Year-to-year fourth-grade results are not directly comparable to each other, because the standards for the cut-offs for each Performance Level have changed from 2004-05 to 2005-06. Nevertheless, the general performance of students in terms of the outcome measure for 2004 to 2005 are indicative of progress toward the goal. Next year we will be able to make a more direct year-to-year comparison of performance as we now can with the 2004 to 2005 performance. With two years of data from the new version of the exam, we will be able to delineate progress more precisely.

| Year | Fourth graders Enrolled in at least their Second Year Scoring at Levels 3 and 4 |      |
|------|---|------|
|      | Percent   | (N)  |
| 2004 | 20.0  | (20) |
| 2005 | 60.0  | (15) |
| 2006 | 33.3  | (21) |

KCCS made significant gains toward the 75 percent measure from 2004 to 2005. Students seem to have lost ground in 2006 although proficiency levels remained higher than in 2004. Next year we will be able to make a more direct year-to-year comparison of performance.

With the continued development of the ELA program, including adjustments to the test preparation program, we anticipate gains toward the 75 percent measure next year.

## II. Absolute Measure: Each year, the school will make Annual Yearly Progress (AYP) by meeting its Annual Measurable Objective in ELA under the state's No Child Left Behind (NCLB) accountability system.

### A. Method

Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state's ELA exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State's ELA performance standard by 2013–14. An Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, the group is considered to have made Adequate Yearly Progress (AYP).<sup>1</sup>

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<sup>1</sup> <http://emsc33.nysed.gov/irts/accountability/EffectiveAMOs2005-06.htm>

The Performance Index is based on the following calculation:

$$PI = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

It is based on all students taking the January 2006 ELA examination, not only continuously enrolled students.

## B. Results

The following table shows the calculation for KCCS's aggregate Performance Index on the 2006 state ELA exam.

| Year | Grades | Percent of Students at Each Performance Level |         |         |         | (N)  |
|------|--------|---|---------|---------|---------|------|
|      |        | Level 1                                       | Level 2 | Level 3 | Level 4 |      |
| 2006 | 3 - 4  | 23.8  | 42.9    | 33.3    | 0       | (42) |

|    |   |      |   |      |   |   |   |              |
|----|---|------|---|------|---|---|---|--------------|
| PI | = | 42.9 | + | 33.3 | + | 0 | + |              |
|    |   |      |   | 33.3 | + | 0 | = | <b>109.5</b> |

## C. Evaluation

In 2006, KCCS's aggregate Performance Index of 109.5 exceeded the 2005-06 Effective AMO of 107 on the state's ELA exam for elementary-middle school accountability groups with 40-44 participating students. Thus, KCCS met the Annual Yearly Progress measure in 2005-06.

### III. Comparative Measure: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the Buffalo Public School District.

#### A. Method

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

## B. Results

The following table shows the percent of applicable KCCS students scoring at or above Level 3 in comparison to the percent of comparable students district-wide.

| Year | Grades       | Percent of Students in KCCS and Buffalo Public at Levels 3 & 4, By Tested Grades |                                    |
|------|--------------|--|------------------------------------|
|      |              | KCCS Students Enrolled in their Second Year                                      | Buffalo Public All tested students |
| 2005 | 4            | 60.0<br>(15)   | 39.2<br>(2360)                     |
| 2006 | 3            | 33.3   | 37.2                               |
|      | 4            | 33.3   | 37.8                               |
|      | Total<br>(N) | 33.3<br>(42)   | 37.5<br>(4,430)                    |

The percent of KCCS third grade students scoring at or above Level 3 was 3.9 percentage points less than that of the Buffalo Public School District third graders. The percent of KCCS fourth grade students scoring at or above Level 3 was 4.5 percentage points less than that of the Buffalo Public School District fourth graders. The percent of KCCS students in all grades combined scoring at or above Level 3 was 4.2 percentage points less than that of the corresponding grades combined in the Buffalo Public School District.

## C. Evaluation

KCCS did not meet this measure in 2006.

Because of changes in the standard-setting for scoring at Level 3 on the new 3-8 tests compared to scoring at Level 3 on the fourth grade state exam last year, the year-to-year increase in the percent of students scoring at or above Level 3 at KCCS and in the district cannot be directly calculated. However, in 2005, KCCS's fourth grade significantly outperformed the fourth grade in the district as a whole.

## D. Additional Evidence

To show that KCCS's ELA instruction enables its students to achieve at a higher level than similar schools, we have chosen three schools for comparison: Dr. Charles Drew Science Magnet (P.S. 59), Stanley Makowski Early Childhood Center (P.S. 99), and Dr. Martin Luther King Jr. Multicultural Institute (P.S. 39), all within a half mile of KCCS, have similar demographic composition as KCCS with respect to minority and low income populations. The following table shows the percent of minority students at each school and the percent of students from low-income households as determined by the number of students that qualify for free or reduced price lunch.

| Demographic Information by Percent <sup>2</sup> |                      |                                |                               |                                 |
|---|----------------------|--------------------------------|-------------------------------|---------------------------------|
|   | KCCS<br>All students | Science Magnet<br>All students | MLK Institute<br>All students | Makowski Center<br>All students |
| Minority  | 98.1                 | 78.1                           | 95.6                          | 94.1                            |
| Low Income                                      | 96.2                 | 84.8                           | 93.2                          | 93.1                            |

The following table shows the percent of students enrolled in at least their second year at KCCS and all students tested at the comparison schools that scored at or above Level 3 on the State ELA examination.

| Year | Grades       | Percent of Students at Levels 3 & 4, By School |  |   |   |
|------|--------------|--|--|---|---|
|      |              | KCCS enrolled in<br>their second year          | Science Magnet<br>All tested<br>students | MLK Institute<br>All tested<br>students | Makowski Center<br>All tested<br>students |
| 2006 | 3            | 33.3   | 27.7                                     | 26.8                                    | 29.8                                      |
|      | 4            | 33.3   | 21.6                                     | 28.2                                    | 25.2                                      |
|      | Total<br>(N) | 33.3<br>(42)                                   | 24.6<br>(171)                            | 27.5<br>(160)                           | 27.6<br>(294)                             |

KCCS outperformed all of its three neighborhood schools overall. It scored higher than both the tested grades at all three schools.

**IV. Comparative Measure: Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State ELA exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.**

**A. Method**

The Charter Schools Institute has conducted a Comparative Performance Analysis, which provides a comparative measure of student performance on state tests, using a regression analysis that controls for students eligible for free lunch among all public schools in New York State. KCCS's actual percent of students at or above Level 3 is compared to a predicted level of performance (a specified projection of the percent of students who should score at or above Level 3) based on the test performance and free-lunch statistics of all public schools. The difference between the school's attained and expected performance, relative to other schools with similar free-lunch statistics produces an Effect Size.

Results are displayed in a table and on a scatter plot graph. The results of the analysis for all New York State public schools are shown as dots on the graph whose axes are percent of students at or above Level 3 on the ELA exam and percent of free-lunch-eligible students. Given the distribution of schools on the graph, the analysis generates a line which represents the predicted level of performance for all schools given their percent of free-lunch-eligible students. Finally, the report locates the approximate position of the

<sup>2</sup> Demographic information for the Buffalo Public Schools came from: Buffalo City School District Compilation of Demographics and Other Pertinent Information About the Public Schools, March 2005.

school. The further above the line it is located, the better its results compared to what is predicted by the regression analysis.

Given the timing of the release of state exam results, the analysis for 2006 is not yet available. The following page contains the results for 2005, provided by the Institute. The 2005 Comparative Performance Analysis is incorporated into this year's Progress Report.

## **B. Results for 2005**

In 2005, according to the analysis which appears on the following page, the actual percent of KCCS students at or above Level 3 was greater than the predicted percent of KCCS students at or above Level 3, given the percent of free-lunch eligible students. Because the actual results were slightly higher than the predicted results, the scatter plot shows KCCS falling just above the line of predicted scores. (See next page.)

## **C. Evaluation**

KCCS did better than expected but did not meet the measure, which requires that schools perform better than expected at least to a small degree. The report indicates that the Effect Size was 0.19 which was less than the required minimum Effect Size of 0.3.



March, 2006

**SUNY CHARTER SCHOOLS  
COMPARATIVE PERFORMANCE ANALYSIS**

**NEW YORK STATE 2005 ENGLISH LANGUAGE ARTS  
(ELA) EXAMINATION GRADE 4**

The chart below displays how students in your school performed compared to other public schools in New York State with a similar population of free-lunch-eligible students.

| Charter School | Percent of Free Lunch Eligible Students | Number of Students Tested | Percent of Students At Levels 3&4 |            | Difference between Actual and Predicted | Effect Size** | Comparative Performance*** |
|----------------|---|---------------------------|-----------------------------------|------------|---|---------------|----------------------------|
|                |   |                           | Actual                            | Predicted* |   |               |                            |
| King Center    | 70.5                                    | 17                        | 58.8                              | 55.4       | 3.4                                     | 0.19          | About the same as expected |

\*Predicted Percent of Students at Levels 3&4 was calculated after performing a regression to measure the effect on outcomes of a school's free lunch population, based on all public schools, including charter schools, in New York State in which students were tested in 2005 and applying that effect to each school.

\*\*Effect Size is a statistical measure calculated by dividing the difference between the actual and predicted outcome by the standard deviation difference. It reflects the difference between a school's attained and expected performance, relative to other schools with similar free-lunch statistics

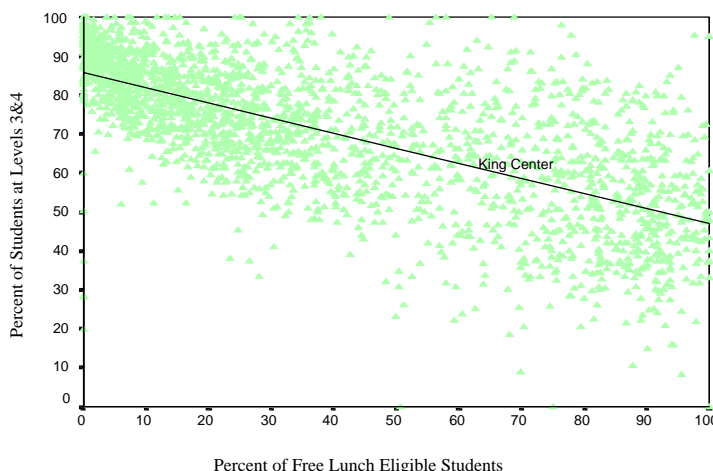
\*\*\*Comparative Performance is based on Effect Size as follows:

|               |   |
|---------------|---|
| Above 0.79    | Higher than expected to a large degree  |
| 0.5 to 0.79   | Higher than expected to a medium degree |
| 0.3 to 0.49   | Higher than expected to a small degree  |
| -0.29 to 0.29 | About the same as expected              |
| -0.3 to -0.49 | Lower than expected to a small degree   |
| -0.5 to -0.79 | Lower than expected to a medium degree. |
| Below -0.79   | Lower than expected to a large degree   |

**Scatter Plot Analysis**

The **scatter plot** below shows the distribution of all public schools in New York State by ELA score and percent of free-lunch-eligible students.

The **solid line** shows schools' predicted performance with a given percent of free-lunch-eligible students. The location of **school name** on the scatter plot indicates the approximate performance of your school in comparison to other New York State public schools.



- V. **Value-Added Measure: Each year, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Terra Nova Standardized Test, a nationally-normed reading test, and an NCE of 50 (i.e., grade-level) in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.**

**A. Method**

Students in grades 1-3 were administered the Terra Nova Standardized Test in May 2005 and again in May 2006. The following tables present the Terra Nova Standardized Test results for students at each grade level who have spring-to-spring test scores available. As first through third graders take the test, year-to-year gains are presented for grades 2 and 3. The results are displayed as NCE gains. The evaluation for meeting the measure is in terms of the number of grades that met their grade-specific targets.

**B. Results**

| Terra Nova Standardized Test Administration     | NCE Scores by Grade Levels in 2005-06 |                          |                                |
|---|---------------------------------------|--------------------------|--------------------------------|
|   | Grade 2 (N=21)                        | Grade 3 (N=21)           | School Total Grades 2-3 (N=42) |
| Spring 2005 Scores ( <i>x</i> )                 | (1 <sup>st</sup> ) 57.8*              | (2 <sup>nd</sup> ) 55.8* | 56.8*                          |
| Target Spring 2005 Scores 50- $([50-x] \div 2)$ | 59                                    | 57                       | 58                             |
| Spring 2006 Scores                              | (2 <sup>nd</sup> ) 55.8               | (3 <sup>rd</sup> ) 40.4  | 48.1                           |
| Met Target?                                     | <b>No</b>                             | <b>No</b>                | <b>No</b>                      |

\* As the cohort exceeded grade level (NCE=50) in Spring 2005, its target is any increase.

KCCS students in 2005-06 did not meet the measure. Overall, reading scores for KCCS students (School Total) showed a loss of 8.7 NCEs among the 42 students for whom the two scores were available.

**C. Evaluation**

Second grade scored above grade level in 2006 with an NCE of 55.8 but did not meet the grade level cohort measure which required an NCE score of at least 59. Third grade did not meet the grade level cohort measure.

**D. Additional Evidence**

The following table contains a year-to-year comparison of Terra Nova Reading Test scores for grades 1-3.

| Terra Nova Standardized Reading Test Administration | NCE Scores by Grade Levels (Spring 2004 through 2006) |         |         |                         |
|---|---|---------|---------|-------------------------|
|   | Grade 1   | Grade 2 | Grade 3 | School Total Grades 1-3 |
| Spring 2004 Scores                                  | 47.0  | 39.1    | 37.0    | 41.1                    |
| Spring 2005 Scores                                  | 57.8  | 55.8    | 46.8    | 53.5                    |
| Spring 2006 Scores                                  | 64.1  | 55.8    | 40.4    | 53.4                    |

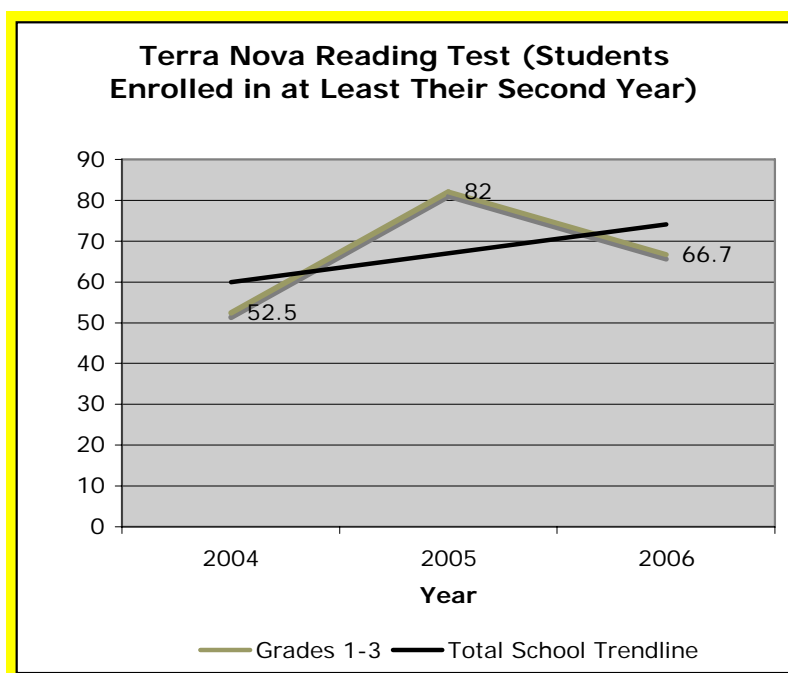
Analysis of year-to-year NCE scores reveals a mixed record. Grade one made progress while grade two maintained gains made in 2005 and grade three slipped below 2005 scores. However, the combined scores remained above grade level proficiency and no grade fell below baseline levels established when the test was first administered in 2004. KCCS continues to make progress despite a one-year setback for grade three.

## SUMMARY

In 2005-2006, King Center Charter School student’s demonstrated progress in becoming proficient readers and writers of the English language but unfortunately made little progress toward meeting the measurable goals established in the Accountability Plan. The following table summarizes our performance on the outcome measures.

| Measure  | Type        | Test                    | Result                   |
|--|-------------|-------------------------|--------------------------|
| 75% at Levels 3&4                                      | Absolute    | State ELA exam          | No                       |
| Performance Index above AMO                            | Absolute    | State ELA exam          | Met Measure              |
| Outperform the district                                | Comparative | State ELA exam          | No, but close to measure |
| Small Effect Size, controlling for Free Lunch Percent  | Comparative | State ELA exam          | N/A for 2005-06          |
| Each grade-cohort reduces gap btw baseline & NCE of 50 | Value-Added | Terra Nova Reading Exam | No                       |

KCCS met its absolute measure of performance based on the School Performance Index relative to the Annual Measurable Objective. The school came close to meeting the measure of outperforming the district and did outperform our neighborhood schools. The school did not meet the absolute measure of 75 percent of grade 3 and 4 students’ being proficient. While the school did not meet the reducing the gap between baseline and NCE of 50 for all three grades, the school in 2006 had two grades score above an NCE of 50. The third grade scored at an NCE of 40. While there was a decrease in the Grade Level NCEs from 2005 to 2006, there was an increase of at least ten percentage points from the baseline established in 2004 to the scores at all grade levels recorded in 2006. The chart that follows illustrates that KCCS continues on an upward trend despite a one-year regression.



## ACTION PLAN

### I. Test Preparation

We have implemented a developmentally appropriate test preparation program for both third and fourth grade this year. This program is a more balanced approach providing fifteen-minute mini-lessons followed by independent center-based work. All lessons and tasks parallel those found on the NYS ELA test. Student progress is charted and intervention programs are provided to small groups and individuals providing needed remedial academic support.

### II. Intervention Program

Intervention services are either strategic (2-3 times a week for 30 minutes) or intensive (daily for 30 minutes), determined by the level of remediation that is needed. To ensure that all students have a more balanced program, we are limiting the time any student is out of the classroom for extra help. This year the intervention teachers are not assigned to work with students with IEPs who are under the direction of a special education teacher. This leaves more time for the intervention teachers to work with those strategic students who will most likely move to the next performance level. Both the intervention and special education teachers work closely with the classroom teacher to assist in preparation for the NYS ELA test.

The decision to provide intervention services is more broadly based this year. Last year students received intervention services based primarily on the Dynamic Indicators of Basic Early Literacy Skills (DIBLES) screening test. After comparing the DIBLES outcome scores from May, 2006 with the Terra Nova and the New York State test scores, we concluded that the DIBLES is a good instrument for monitoring progress with kindergarten and first grade students because it measures discrete reading skills. However, at second and third grade level DIBLES essentially is a measure of fluency with a strong focus on rapid reading rather

than expressive reading. The Benchmark achievement on the DIBLES test had no correlation with either the NYS ELA test or the Terra Nova test. The new approach to intervention is to consider as equally important the Core Unit Test scores which focus on comprehension and vocabulary. Initial intervention decisions will be made based on the Terra Nova Scores from the previous May.

### **III. Parent Support**

The reading intervention teachers have developed special packets for parents to use with their third or fourth graders to reinforce particular skills needed to be successful on the NYS ELA test. The packets are available and when one is returned, another is signed out. This is work in addition to the regular homework.

KCCS students are clearly making progress in reading and writing according to the DIBLES measure and the Core Unit Tests. With our developmentally appropriate approach to test preparation, and a more balanced intervention program in place, we expect to see significantly improved NYS ELA and Terra Nova Reading Test scores in 2007.

## MATHEMATICS

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

- I. Absolute Measure: Seventy-five percent of third and fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.**

### **A. Method**

Third and fourth grade KCCS students took the Mathematics exam in March 2006. This administration was the first one to include third grade. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. KCCS has set an ambitious criterion of success for this measure. As such, performance is measured in terms of students who have been at KCCS for at least two years—long enough to expect to see the distinct effects of the KCCS instructional program on student achievement.

The table below summarizes participation information for the March 2006 test administration. The table indicates total enrollment and total number of students tested. No students were excluded from the exam. Note that this table includes all students according to grade level and that all students have been enrolled for at least two years.

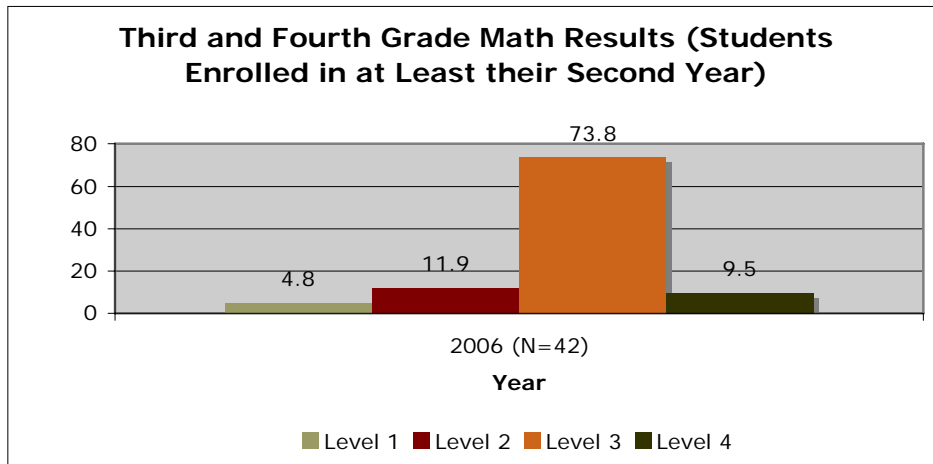
| Year | Grade(s) | Number of Students Tested in Grades 3-4 |                |
|------|----------|---|----------------|
|      |          | Total Tested                            | Total Enrolled |
| 2006 | 3        | 21                                      | 21             |
|      | 4        | 21                                      | 21             |
|      | All      | 42                                      | 42             |

### **B. Results**

The following table presents the test results for all students and for those students who were enrolled in at least their second year. Again, the outcome measure addresses only the performance of students in their second year at KCCS.

| Year | Population                                | Percent of Third and Fourth Grade Students at Each Performance Level |         |         |         |            | Number Tested |
|------|---|--|---------|---------|---------|------------|---------------|
|      |   | Level 1  | Level 2 | Level 3 | Level 4 | Levels 3&4 |               |
| 2006 | All Students                              | 4.8  | 11.9    | 73.8    | 9.5     | 83.3       | 42            |
|      | Students in at least 2 <sup>nd</sup> Year | 4.8  | 11.9    | 73.8    | 9.5     | 83.3       | 42            |

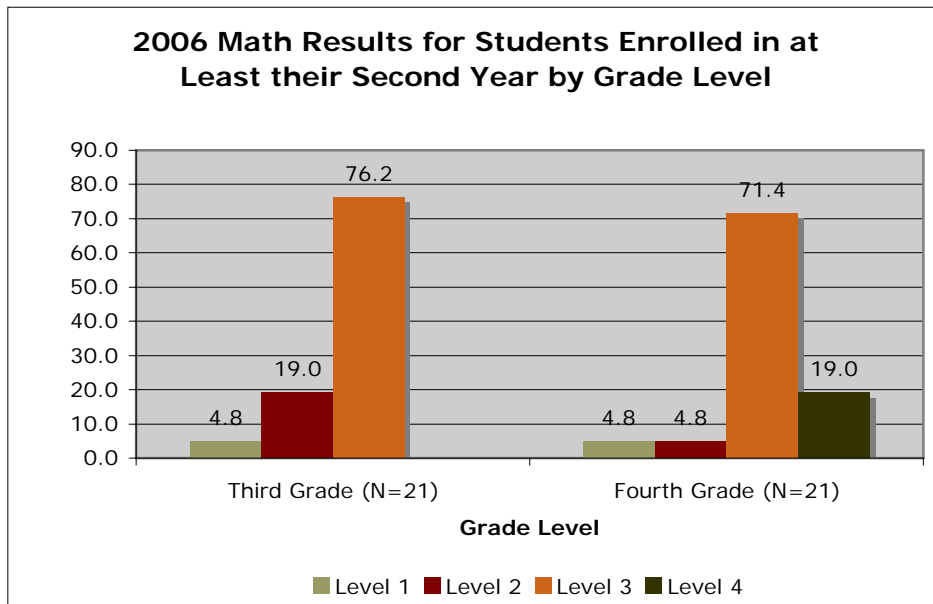
The following chart shows the performance of KCCS students in third and fourth grades that have been enrolled in at least their second year.



In 2006, 83.3 percent of this group of students performed at or above Level 3 (proficient) on the New York State Mathematics Assessment.

### C. Evaluation

This result is above the measure's requirement that at least 75 percent of the students perform at or above Level 3. The following chart presents the performance of each of the tested grades.



With 76.2 percent of third grade students at Level 3 and 90.4 percent of fourth grade students at or above Level 3, KCCS met the measure for both grades. KCCS also met the overall measure with 83.3 percent of students tested at or above Level 3.

We are encouraged by the strong results of the third and fourth graders, confirming that KCCS's elementary math program is effective.

**II. Absolute Measure: Each year, the school will make Annual Yearly Progress (AYP) by meeting its Annual Measurable Objective in mathematics under the state’s No Child Left Behind (NCLB) accountability system.**

**A. Method**

Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state’s Math exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State’s Math performance standard by 2013–14. An Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group’s PI not to be considered significantly different from the AMO for that subject. If an accountability group’s PI equals or exceeds the Effective AMO, the group is considered to have made Adequate Yearly Progress (AYP).<sup>3</sup>

The Performance Index is based on the following calculation:

$$PI = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

It is based on all students taking the March 2006 Math examination, not only continuously enrolled students.

**B. Results**

The following table shows the calculation for KCCS’s aggregate Performance Index on the 2006 state Math exam.

| Year | Grades | Percent of Students at Each Performance Level |         |         |         | (N)  |
|------|--------|---|---------|---------|---------|------|
|      |        | Level 1                                       | Level 2 | Level 3 | Level 4 |      |
| 2006 | 3 - 4  | 4.8   | 11.9    | 73.8    | 9.5     | (42) |

|    |   |      |   |      |   |     |   |              |
|----|---|------|---|------|---|-----|---|--------------|
| PI | = | 11.9 | + | 73.8 | + | 9.5 | + |              |
|    |   |      |   | 73.8 | + | 9.5 | = | <b>178.5</b> |

**C. Evaluation**

In 2006, KCCS’s aggregate Performance Index of 178.5 exceeded the 2005-06 Effective AMO of 71 on the state’s ELA exam for elementary-middle school accountability groups with 40-44 participating students. Thus, KCCS met the Annual Yearly Progress measure in 2005-06.

<sup>3</sup> <http://emsc33.nysed.gov/irts/accountability/EffectiveAMOs2005-06.htm>

**III. Comparative Measure: The percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of the Buffalo Public School District.**

**A. Method**

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

**B. Results**

The following table shows the percent of applicable KCCS students scoring at or above Level 3 in comparison to the percent of comparable students district-wide.

| Year | Grades    | Percent of Students in KCCS and Buffalo Public at Levels 3 & 4, By Tested Grades |                                    |
|------|-----------|--|------------------------------------|
|      |           | KCCS Students Enrolled in their Second Year                                      | Buffalo Public All tested students |
| 2006 | 3         | 76.2   | 40.0                               |
|      | 4         | 90.4   | 47.3                               |
|      | Total (N) | 83.3 (42)  | 43.7 (4,829)                       |

The percent of KCCS third grade students scoring at or above Level 3 was 36.2 percentage points higher than that of the Buffalo Public School District third graders. The percent of KCCS fourth grade students scoring at or above Level 3 was 43.1 percentage points higher than that of the Buffalo Public School District fourth graders. The percent of KCCS students in all grades combined scoring at or above Level 3 was 39.6 percentage points higher than that of the corresponding grades combined in the Buffalo Public School District.

**C. Evaluation**

KCCS has met the measure in 2006 by having a higher percent overall in comparison to the district and in out-performing the district in both third and fourth grade.

**D. Additional Evidence**

To show that KCCS’s Math instruction enables its students to achieve at a higher level than similar schools, we have chosen three schools for comparison: Dr. Charles Drew Science Magnet (P.S. 59), Stanley Makowski Early Childhood Center (P.S. 99), and Dr. Martin Luther King Jr. Multicultural Institute (P.S. 39), all within a half mile of KCCS, have similar demographic composition as KCCS with respect to minority and low income populations. The following table shows the percent of minority students at each school and the percent of students from low-income households as determined by the number of students that qualify for free or reduced price lunch.

| Demographic Information by Percent <sup>4</sup> |                      |                                |                               |                                 |
|---|----------------------|--------------------------------|-------------------------------|---------------------------------|
|   | KCCS<br>All students | Science Magnet<br>All students | MLK Institute<br>All students | Makowski Center<br>All students |
| Minority  | 98.1                 | 78.1                           | 95.6                          | 94.1                            |
| Low Income                                      | 96.2                 | 84.8                           | 93.2                          | 93.1                            |

The following table shows the percent of students enrolled in at least their second year at KCCS and all students tested at the comparison schools that scored at or above Level 3 on the State Math examination.

| Year | Grades       | Percent of Students at Levels 3 & 4, By School |  |   |   |
|------|--------------|--|--|---|---|
|      |              | KCCS enrolled in<br>their second year          | Science Magnet<br>All tested<br>students | MLK Institute<br>All tested<br>students | Makowski Center<br>All tested<br>students |
| 2006 | 3            | 76.2   | 30.1                                     | 38.1                                    | 38.2                                      |
|      | 4            | 90.4   | 40.2                                     | 48.8                                    | 37.5                                      |
|      | Total<br>(N) | 83.3<br>(42)                                   | 35.3<br>(170)                            | 43.3<br>(164)                           | 37.9<br>(309)                             |

KCCS outperformed all of its three neighborhood schools overall. It scored significantly higher than both grades tested at all three schools.

KCCS fourth grade outperformed all public and charter schools in the Buffalo Public School District including Fredrick Olmstead Public School 56 (89.4% at Levels 3 and 4), the highest performing public school in the district, and Tapestry Charter School (88.4% at Levels 3 and 4), the highest performing charter school in the district.

**IV. Comparative Measure: Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State Math exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.**

**A. Method**

The Charter Schools Institute has conducted a Comparative Performance Analysis, which provides a comparative measure of student performance on state tests, using a regression analysis that controls for students eligible for free lunch among all public schools in New York State. KCCS's actual percent of students at or above Level 3 is compared to a predicted level of performance (a specified projection of the percent of students who should score at or above Level 3) based on the test performance and free-lunch statistics of all public schools. The difference between the school's attained and expected performance, relative to other schools with similar free-lunch statistics produces an Effect Size.

Results are displayed in a table and on a scatter plot graph. The results of the analysis for all New York State public schools are shown as dots on the graph whose axes are percent of students at or above Level 3 on the Math exam and percent of free-lunch-eligible

<sup>4</sup> Demographic information for the Buffalo Public Schools came from: Buffalo City School District Compilation of Demographics and Other Pertinent Information About the Public Schools, March 2005.

students. Given the distribution of schools on the graph, the analysis generates a line which represents the predicted level of performance for all schools given their percent of free-lunch-eligible students. Finally, the report locates the approximate position of the school. The further above the line it is located, the better its results compared to what is predicted by the regression analysis.

Given the timing of the release of state exam results, the analysis for 2006 is not yet available. The following page contains the results for 2005, provided by the Institute. The 2005 Comparative Performance Analysis is incorporated into this year's Progress Report.

## **B. Results for 2005**

In 2005, according to the analysis which appears on the following page, the actual percent of KCCS students at or above Level 3 was greater, to a large degree, than the predicted percent of KCCS students at or above Level 3, given the percent of free-lunch eligible students. Because the actual results were higher than the predicted results, the scatter plot shows KCCS falling significantly above the line of predicted scores. (See next page.)

## **C. Evaluation**

As KCCS did better than expected it met the measure, which requires that schools perform better than expected at least to a small degree. The report indicates that the Effect Size was 0.87 which is significantly higher than the required minimum Effect Size of 0.3.



March, 2006

**SUNY CHARTER SCHOOLS  
COMPARATIVE PERFORMANCE ANALYSIS**

**NEW YORK STATE 2005 MATH EXAMINATION  
GRADE 4**

The chart below displays how students in your school performed compared to other public schools in New York State with a similar population of free-lunch-eligible students.

| Charter School | Percent of Free Lunch Eligible Students | Number of Students Tested | Percent of Students At Levels 3&4 |            | Difference between Actual and Predicted | Effect Size** | Comparative Performance***             |
|----------------|---|---------------------------|-----------------------------------|------------|---|---------------|--|
|                |   |                           | Actual                            | Predicted* |   |               |  |
| King Center    | 70.5                                    | 17                        | 88.2                              | 76.4       | 11.8                                    | 0.87          | Higher than expected to a large degree |

\*Predicted Percent of Students at Levels 3&4 was calculated after performing a regression to measure the effect on outcomes of a school's free lunch population, based on all public schools, including charter schools, in New York State in which students were tested in 2005 and applying that effect to each school.

\*\*Effect Size is a statistical measure calculated by dividing the difference between the actual and predicted outcome by the standard deviation difference. It reflects the difference between a school's attained and expected performance, relative to other schools with similar free-lunch statistics

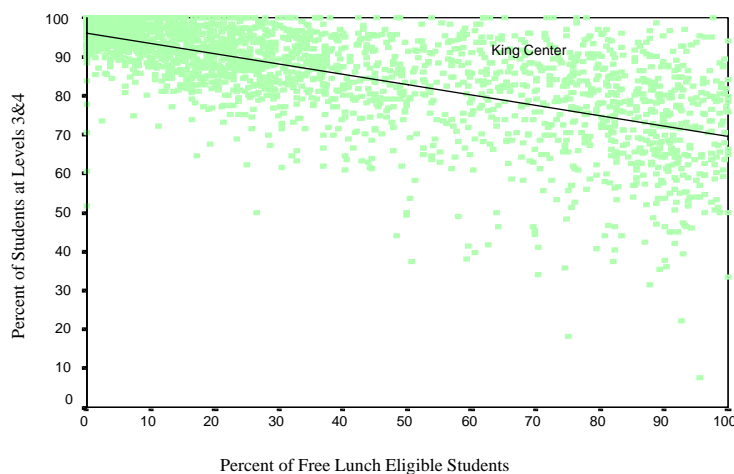
\*\*\*Comparative Performance is based on Effect Size as follows:

|               |   |
|---------------|---|
| Above 0.79    | Higher than expected to a large degree  |
| 0.5 to 0.79   | Higher than expected to a medium degree |
| 0.3 to 0.49   | Higher than expected to a small degree  |
| -0.29 to 0.29 | About the same as expected              |
| -0.3 to -0.49 | Lower than expected to a small degree   |
| -0.5 to -0.79 | Lower than expected to a medium degree. |
| Below -0.79   | Lower than expected to a large degree   |

**Scatter Plot Analysis**

The **scatter plot** below shows the distribution of all public schools in New York State by Math score and percent of free-lunch-eligible students.

The **solid line** shows schools' predicted performance with a given percent of free-lunch-eligible students. The location of **school name** on the scatter plot indicates the approximate performance of your school in comparison to other New York State public schools.



- V. **Value-Added Measure: Each year, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Terra Nova Standardized Test, a nationally-normed math test, and an NCE of 50 (i.e., grade-level) in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.**

**A. Method**

Students in grades 1-3 were administered the Terra Nova Standardized Test in May 2005 and again in May 2006. The following tables present the Terra Nova Standardized Test results for students at each grade level who have spring-to-spring test scores available. As first through third graders take the test, year-to-year gains are presented for grades 2 and 3. The results are displayed as NCE gains. The evaluation for meeting the measure is in terms of the number of grades that met their grade-specific targets.

**B. Results**

| Terra Nova Standardized Test Administration       | NCE Scores by Grade Levels in 2005-06 |                          |                                |
|---|---------------------------------------|--------------------------|--------------------------------|
|   | Grade 2 (N=21)                        | Grade 3 (N=21)           | School Total Grades 2-3 (N=42) |
| Spring 2005 Scores ( <i>x</i> )                   | (1 <sup>st</sup> ) 52.9*              | (2 <sup>nd</sup> ) 68.5* | 60.7*                          |
| Target Spring 2005 Scores 50- ([50- <i>x</i> ]÷2) | 54                                    | 70                       | 62                             |
| Spring 2006 Scores                                | (2 <sup>nd</sup> ) 55.1               | (3 <sup>rd</sup> ) 42.4  | 48.75                          |
| Met Target?                                       | <b>Yes</b>                            | <b>No</b>                | <b>No</b>                      |

\* As the cohort exceeded grade level (NCE=50) in Spring 2005, its target is any increase.

Among KCCS students in 2005-06, one of the two cohorts (grade 2) met the outcome measure. The Terra Nova scores for second and third grade cohorts showed a decline.

**C. Evaluation**

The KCCS second grade cohort met the measure but the third grade cohort did not meet the measure. KCCS did not meet the overall measure.

## SUMMARY

In 2005-06, King Center Charter School met its goal of enabling students to demonstrate competency in the understanding and application of mathematical computation and problem solving. KCCS met three of the four Math outcome measures for which data are available. It has come close to meeting the fourth. The following table summarizes our performance on the outcome measures.

| Measure  | Type        | Test                 | Result                                    |
|--|-------------|----------------------|---|
| 75% at Levels 3&4                                      | Absolute    | State Math exam      | Met Measure                               |
| Performance Index above AMO                            | Absolute    | State Math exam      | Met Measure                               |
| Outperform the district                                | Comparative | State Math exam      | Met Measure                               |
| Small Effect Size, controlling for Free Lunch Percent  | Comparative | State Math exam      | N/A for 2005-06                           |
| Each grade-cohort reduces gap btw baseline & NCE of 50 | Value-Added | Terra Nova Math Exam | No, but one of two grades met the measure |

The school met the absolute measure of 75 percent of grade 3 and 4 students being proficient. KCCS met its absolute measure of performance based on the School Performance Index relative to the Annual Measurable Objective. We also met the comparative measure of performance relative to the district. One of the two grades met the value-added measure of reducing the gap between the baseline and NCE of 50.

KCCS students are clearly excelling in math. We will continue to implement the effective, hands-on, center based math program.

## ACTION PLAN

Even though most KCCS students are excelling in math as measured by the New York State Mathematics exam, we have identified students who are not functioning at grade level in second, third and fourth grades and have hired an intervention teacher to spend extra time to help them get to grade level.

## SCIENCE

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

- I. Absolute Measure: Seventy-five percent of graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.**

### **A. Method**

Fourth grade KCCS students took the Science exam in April 2006. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. KCCS has set an ambitious criterion of success for this measure. As such, performance is measured in terms of students who have been at KCCS for at least two years—long enough to expect to see the distinct effects of the KCCS instructional program on student achievement.

The table below summarizes participation information for the April 2006 test administration. The table indicates total enrollment and total number of students tested. No students were excluded from the exam. Note that this table includes all students according to grade level and that all students have been enrolled for at least two years.

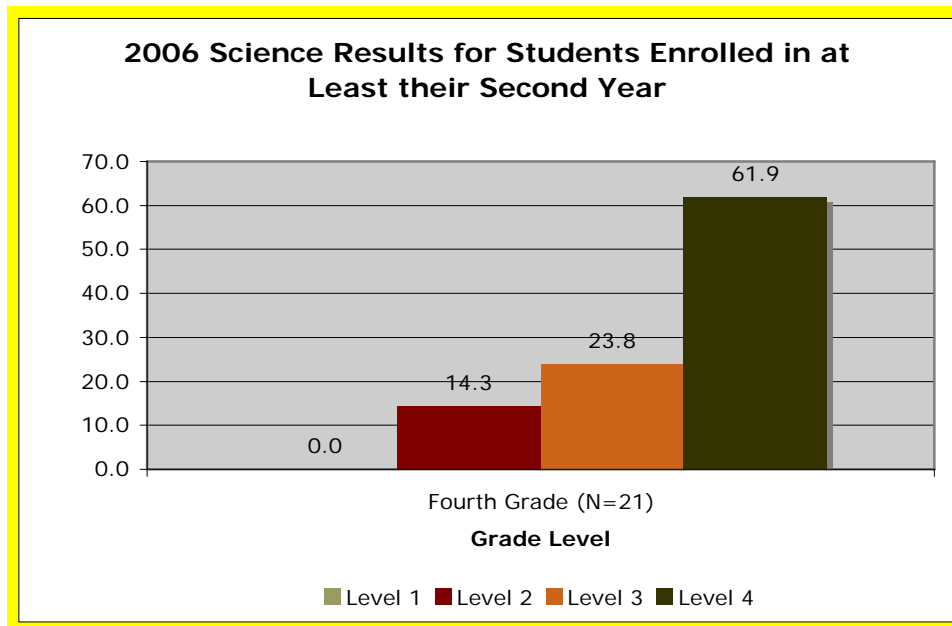
| Year | Number of Students Tested in Grade 4 |                |
|------|--------------------------------------|----------------|
|      | Total Tested                         | Total Enrolled |
| 2006 | 21                                   | 21             |

### **B. Results**

The following table presents the test results for all students and for those students who were enrolled in at least their second year. Again, the outcome measure addresses only the performance of students in their second year at KCCS.

| Year | Population                                | Percent of Fourth Grade Students at Each Performance Level |         |         |         |            | Number Tested |
|------|---|--|---------|---------|---------|------------|---------------|
|      |   | Level 1  | Level 2 | Level 3 | Level 4 | Levels 3&4 |               |
| 2006 | All Students                              | 0  | 14.3    | 23.8    | 61.9    | 85.7       | 21            |
|      | Students in at least 2 <sup>nd</sup> Year | 0  | 14.3    | 23.8    | 61.9    | 85.7       | 21            |

The following chart shows the performance of KCCS students in fourth grade who have been enrolled in at least their second year.



In 2006, 85.7 percent of this group of students performed at or above Level 3 (proficient) on the New York State Science Assessment.

### C. Evaluation

This result is above the measure's requirement that at least 75 percent of the students perform at or above Level 3. With 85.7 percent of fourth grade students at or above Level 3, KCCS met the measure.

## II. Comparative Measure: The percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of the Buffalo Public School District.

Data is not available at this time.

## **Additional Required Academic Measure**

**NCLB Measure: Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.**

### **A. Method**

Under the state’s NCLB accountability system, schools are evaluated to determine if they have made Adequate Yearly Progress (AYP) based on the percent of students tested and on whether its School Performance Index both in the aggregate and for specific sub-populations meets the effective Annual Measurable Objective (AMO). The system also includes mitigating factors that may enable a school to make AYP even if it has not made its AMO, including a safe harbor provision, the calculation of an *effective* AMO, and an analysis only of results for students who have been continuously enrolled. Performance on the state’s science exam is also factored into the AYP analysis.

A school is deemed to be in “Good Standing” for the school year in question if it has not failed to make AYP in either ELA or math for the previous two consecutive years. The determination was presented in a report released in spring 2006 at the same time as the school’s state report card.

### **B. Results**

According to the state’s Accountability Status Report: English Language Arts, Mathematics, Science, and Graduation Rate for King Center Charter School issued in April 2006, our 2005-06 Accountability Status is: *Charter School in Good Standing*.

### **C. Evaluation**

The report indicates that in 2004-05, the last year of fourth-grade-only testing, KCCS’s Performance Index in ELA was 124, exceeding its Effective AMO, which had been set at 115. KCCS’s Performance Index in math was 174, exceeding its Effective AMO, which had been set at 126. The school also exceeded the state standard in science. Given these results, KCCS made Adequate Yearly Progress in all three subjects and is in good standing.

## Organizational Goals

### PARENT AND STUDENT SATISFACTION

**GOAL:** Parents will be satisfied with the school program.

- I. Required Measure: Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least two-thirds of all parents provide a positive response to each of the survey items.**

**A. Method**

In June 2006 a survey of all KCCS parents was administered. This survey measured parent satisfaction with separate aspects of the school's program and the program as a whole. 78 out of 80 KCCS families returned the survey.

**B. Results**

An analysis of the survey reveals that 97% of families completed the survey with 100% confirming that they would recommend KCCS to friends and family. Only two surveys contained one negative response each.

**C. Evaluation**

The parent satisfaction measure was met.

- II. Required Measure: Each year, ninety percent of all students enrolled during the course of the year return the following September.**

**A. Method**

Continual Student Enrollment is determined by dividing the number of returning students by the number of students eligible to return.

**B. Results**

95.24 percent of eligible students returned to KCCS in September 2005.

**C. Evaluation**

The continual student enrollment measure was met.

- III. Optional Measure: Each year, ninety percent of all parents will participate in three parent-teacher conferences.**

**A. Method**

Parents are scheduled to participate in a 30-minute conference in the fall, winter and spring. A record is kept of the parents that participate.

**B. Results**

The parent participation rate was 93% in these thirty-minute parent-teacher conferences held in November, February and June.

### **C. Evaluation**

With an average participation rate of 93% KCCS met the parent-teacher conference participation measure by exceeding 90% participation.

**GOAL:** Students will participate fully in the educational program.

- I. Required Measure: Each year, the school will have a daily student attendance rate of at least 95 percent.**

#### **A. Method**

Daily attendance records are kept and recorded in our student database.

#### **B. Results**

The 2005-2006 attendance rate was 95.4%.

#### **C. Evaluation**

The student attendance measure was met.

### LEGAL COMPLIANCE

**GOAL:** The school will be a strong, viable organization which fully meets the legal responsibilities of a public school.

- I. Required Measure: Each year, the school has generally and substantially complied with all applicable laws, rules and regulations, including but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and the federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.**

The school has established, as of August 2006, the position of Director of Compliance (DOC). The DOC has taken steps, at the direction of the Board of Trustees, to establish policies and procedures that address several areas where policies had not previously been established. The DOC has begun to proactively ensure that all legal responsibilities of a public school are being met.

### FISCAL SOUNDNESS

**GOAL:** The school will carry out sound financial practices.

- I. Budgeting – Required Measure: Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.**
- II. Financial Condition – Required Measure: Beginning with the school’s first operating year, at the end of the fiscal year, unrestricted net assets will be equal to or exceed two percent of the school’s operating budget for the upcoming year.**

**III. Internal Controls and Compliance – Required Measure: Each year, the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.**

The financial audit for the year ended June 30, 2006 contained no exceptions and was submitted to the Institute on November 1, 2006.