

# Accountability Plan Progress Reports for the 2006-07 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools*

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

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

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.**

The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> grades.

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

King Center Charter School  
Accountability Plan  
Progress Report, 2006-07

August 2007

**Background:**

*The King Center Charter School (KCCS) completed its seventh year of operation in 2006-07 as a K-4 school. The school opened in August 2000 as a K-3 school, adding one grade during the subsequent school year.*

**King Center Charter School  
Accountability Plan Progress Report, 2006-07**

Submitted on Wednesday, August 1, 2007  
Prepared by: Director of Compliance Rod McCallum

**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 2007. 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 2007 test administration. The table indicates total enrollment and total number of students tested. Note that this table includes all students according to grade level.

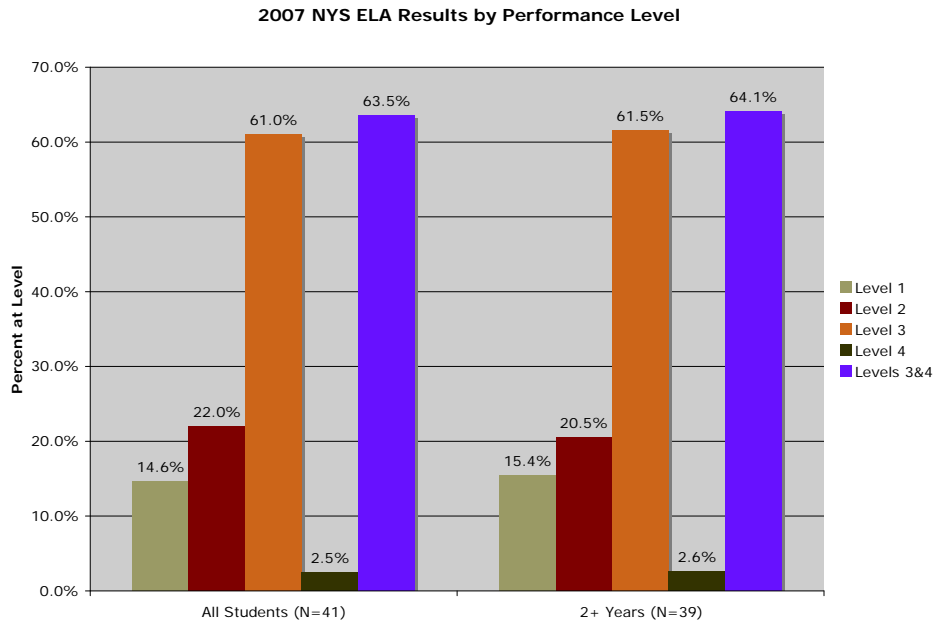
Year	Grade(s)	Number of Students Tested in Grades 3-4	
		Total Tested	Total Enrolled
2007	3	20	21
	4	21	21
	All	41	42

**B. Results**

The following table presents the test results for all students.

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	
2007	All Students	14.6	22.0	61.0	2.5	63.5	41
	Students in at least 2 <sup>nd</sup> Year	15.4	20.5	61.5	2.6	64.1	39

The following chart shows the performance of KCCS students.

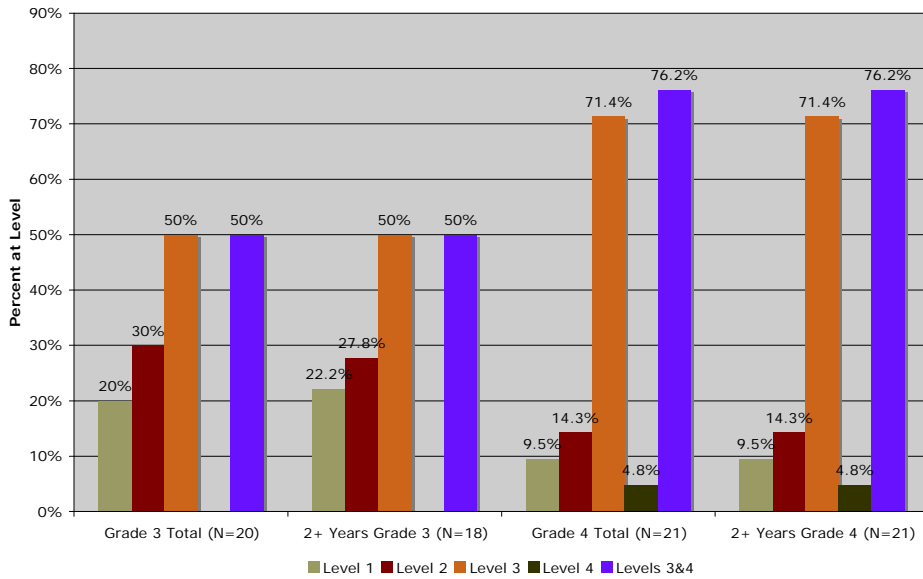


In 2007, 64.1 percent of students at KCCS for 2 or more years performed at or above Level 3 (proficient) on the New York State English Language Arts Assessment (ELA).

### C. Evaluation

This result reflects the significant progress of all third and fourth grade students toward the goal of 75% proficiency on the NYS ELA tests. KCCS implemented a more focused approach to test preparation that helped improve student scores. An analysis of the following chart reveals the performance of each of the tested grades. The fact that 76% of the fourth grade students scored at a proficient level is significant as they ranked third in all Buffalo City Schools, including public and public charter schools. That grade level met the Accountability Goal. All fourth graders had been enrolled for two or more years.

2007 NYS ELA Results by Performance Level



**D. Additional Evidence**

**1. Year-to-Year Results**

Year	Fourth graders Enrolled in at least their Second Year Scoring at Levels 3 and 4	
	Percent	(N)
2005	60.0	(15)
2006	33.3	(21)
2007	76.4	(21)

In 2005-06, a new version of the NYS ELA exam was introduced. It is more appropriate to make direct year-to-year comparisons from 2006 to 2007. However, the growth from 2006 to 2007 is astounding. The data from 2005 for fourth graders illustrates the severe dip when the new version of the ELA test was introduced and the recovery and growth in 2007. This data reflects progress and most importantly, achievement of the accountability goal for fourth graders.

The administration was aware that the scores for 2006 were not as good as in 2005 based on the raw score data. Because of the urgency to move toward the 75% proficiency, a new fourth grade teacher with a reading specialty was hired for the 2007 school year. The outcome of the 2006 ELA tests were not available until September 20, 2006. This year we were pleased to receive the results of the state tests in May of 2007. This makes it possible for the King Center Board of Directors and the school administration to include the test results in all evaluations and make adjustments

for the 2008 year in a timely and more fully informed manner.

**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.

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 2007 ELA examination, not only continuously enrolled students.

**B. Results**

The following table shows the calculation for KCCS's aggregate Performance Index on the 2007 state ELA exam.

Year	Grade s	Percent of Students at Each Performance Level				(N)
		Level 1	Level 2	Level 3	Level 4	
2007	3 - 4	14.6	22.0	61.0	2.5	(41)

$$PI = 22.0 + 61.0 + 2.5 + 61.0 + 2.5 = 149.0$$

**C. Evaluation**

In 2007, KCCS's aggregate Performance Index of 149.0 exceeded the 2006-07 AMO of 122 on the state's ELA exam. Thus, KCCS exceeded to a significant degree the Annual Yearly Progress measure in 2006-07.

**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 2 <sup>nd</sup> Year	Buffalo Public All tested students
2005	4 (N)	60.0 (15)	39.2 (2,360)
2006	3	33.3	37.2
	4	33.3	37.8
	Total (N)	33.3 (42)	37.5 (4,430)
2007	3	50	35.3
	4	76.4	39.9
	Total (N)	64.1 (41)	37.5 (4,729)

The percent of KCCS third grade students scoring at or above Level 3 was 14.7 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 36.5 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 26.6 percentage points higher than that of the corresponding grades combined in the Buffalo Public School District.

**C. Evaluation**

KCCS met this measure in 2007 by significantly outperforming the district at all levels.

In comparing the KCCS fourth grade scores with the individual schools in the district, KCCS was third in the city making us competitive with Tapestry Charter and Olmstead Elementary despite the dramatic differences in student demographics. Once again KCCS's fourth grade significantly outperformed 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 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 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 2007 is not yet available.

**B. Results**

Not available.

**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 2006 and again in May 2007. 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 2006-07	
	Grade 2 (N=21)	Grade 3 (N=21)
Spring 2006 Scores	(1 <sup>st</sup> ) 65.6*	(2 <sup>nd</sup> ) 55.8*
Spring 2007 Scores	(2 <sup>nd</sup> ) 52.4	(3 <sup>rd</sup> ) 53.1
Result	Above grade level, No increase	Above grade level, No increase

\* As the cohort exceeded grade level (NCE=50) in Spring 2006, its target is any increase.

**C. Evaluation**

Both second and third grade cohorts scored above grade level (NCE=50) in 2007. Over the past four year, KCCS students have performed higher on the first grade Terra Nova Reading test and their scores have declined as they moved through second and third grades. The cohorts did not show an increase in their scores, however, this year for the first time, all three grades scored above grade level.

**D. Additional Evidence**

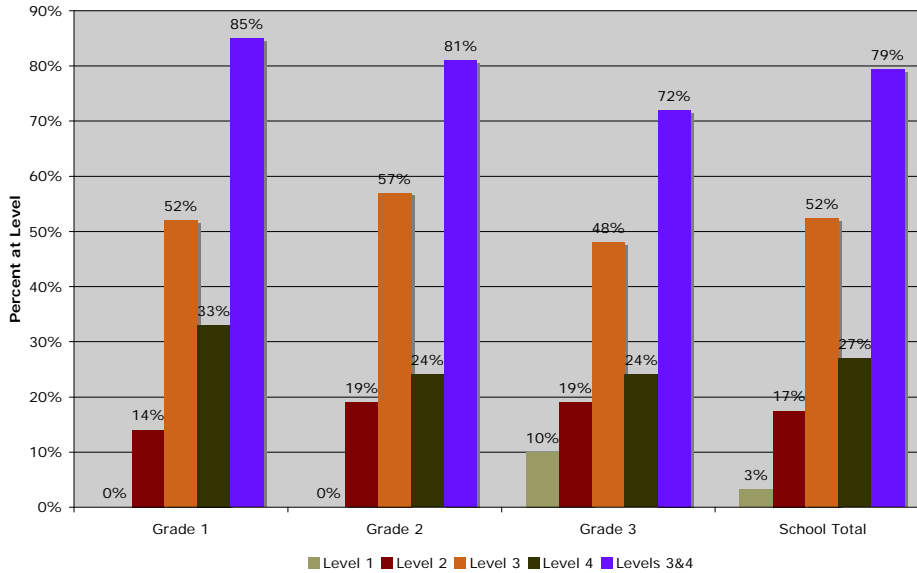
The following table contains a year-to-year comparison of Terra Nova Reading Test scores for grades 1-3.

Terra Nova Standardized Reading Test Administration	NCE Scores by Grade Levels (Spring 2004 through 2007)			
	Grade 1	Grade 2	Grade 3	School Total
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
Spring 2007 Scores	59.7	52.4	53.0	55.1

Analysis of year-to-year NCE scores reveals grade three showed significant gains and for the first time scored above grade level with a 53 NCE. For 2007 all classes were above grade level for the first time and our

combined school scores are the highest NCE ever. The combined scores and new high for the school is a 55 NCE.

2007 TerraNova Reading Results by Performance Level



The table above contains KCCS performance level results for the 2007 Terra Nova Reading Test. The Terra Nova scores that most closely parallel the New York State tests are the Performance Level measures and the above performance levels are outstanding. The performance levels for each grade were 85% for first grade, 81% for second grade and 72% for third grade. The school average of 79.3% scoring at Level 3 or Level 4 is an outstanding accomplishment.

The Terra Nova results from the K - 3, May 2007 administration, provide compelling evidence that the instructional program is an astounding success. While the King Center Charter School maintained its commitment of student success at all grade levels, strategic plans were implemented wherein a focused effort was placed on the third grade. Third grade represents a common grade as compared with grades tested as part of the New York State Education department's accountability system. Additionally, a requirement to administer the Terra Nova at K - 3, as part of the Reading First regulations, provided a reliable standardized assessment process that was comparable to the NYSED assessment process. The achievement at all grade levels demonstrates the strength of the instructional program. The King Center Charter School considers the recent Terra Nova results as tangible evidence of a successful improvement process. The King Center Charter School's instructional program has been designed to be responsive to student needs through a comprehensive process that focuses on the use of student performance to guide practice. The King Center Charter School will continue to build on the

results attained at all grade levels and will consistently institute the practice of using performance to guide practice on a school-wide basis.

**SUMMARY**

In 2006-2007, King Center Charter School student’s demonstrated progress in becoming proficient readers and writers of the English language and made significant 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	Close
Performance Index above AMO	Absolute	State ELA exam	Met Measure
Outperform the district	Comparative	State ELA exam	Met Measure
Small Effect Size, controlling for Free Lunch Percent	Comparative	State ELA exam	N/A for 2006-07
Each grade-cohort reduces gap btw baseline & NCE of 50	Value-Added	Terra Nova Reading Exam	All cohorts scored above grade level

KCCS dramatically reduced the gap in meeting the first measure based on the ELA scores for third and fourth graders with 64% of the students performing at Levels 3 & 4. Seventy-six percent of the fourth graders performed at Levels 3 & 4 with fifty percent of third graders scoring at Levels 3 & 4, with the school average improving by at least 31 percent.

KCCS met its absolute measure of performance based on the School Performance Index relative to the Annual Measurable Objective. They were required to score at least 122 and scored 149 points.

The school met the measure of outperforming the district and outperformed our neighborhood schools.

All three grades assessed with the Terra Nova Reading Exam performed above grade level. The two cohorts also performed above an NCE of 50.

**ACTION PLAN**

KCCS students have made dramatic progress in reading and writing according to all internal measures and the external measures, including the New York State Tests and the Terra Nova Tests. The following changes are being implemented to make our teachers more effective, and our students’ even better readers and writers.

- Employ an Instructional Coordinator to supervise the instructional staff and ensure focused, rigorous teaching practices, which employ effective strategies. The Instructional Coordinator will report directly to the Board of Directors.
- Appoint classroom teachers with reading expertise when possible.
- Implement a new core reading program that incorporates an assessment component that more closely parallels the New York State ELA test.
- Adopt a new standardized assessment program that will provide for student performance data to be continuously available. Fox in the Box (K-2) and Acuity (3-4) are comprehensive assessments that are linked to NYS standards.
- Institute a professional development program which includes data driven instruction, differentiated instruction, writing, questioning techniques and the integration of the Waterford instructional program for the 2007-08 school year. Data driven instruction, by customizing practice based on student performance, and differentiated instruction will be embedded in classroom programs.
- Operate a four-week Summer School Program to provide intervention instruction that includes reading, writing and listening to twenty-five students going into second, third and fourth grade next fall.

## 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 were administered the New York State Mathematics exam in March 2007. This 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 2007 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.

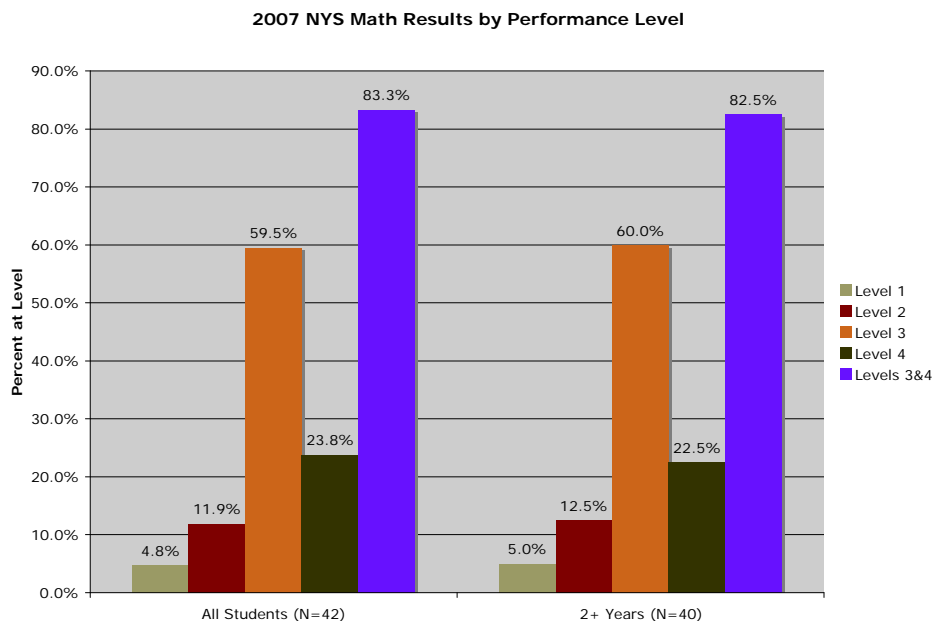
Year	Grade(s)	Number of Students Tested in Grades 3-4	
		Total Tested	Total Enrolled
2007	3	21	21
	4	21	21
	All	42	42

## 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	
2007	All Students	4.8	11.9	59.5	23.8	83.3	42
	Students in at least 2 <sup>nd</sup> Year	5.0	12.5	60.0	22.5	82.5	40

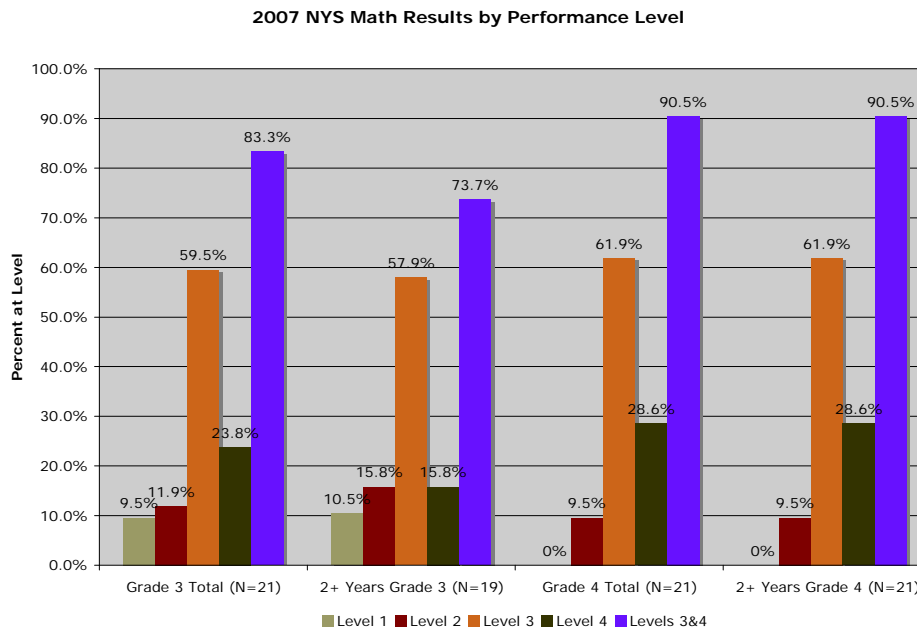
The following chart shows the performance of KCCS students.



In 2007, 82.5 percent of students at KCCS for 2 or more years 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.



Grade four easily met this measure with 90.5 percent of students scoring at or above grade level. Again, KCCS fourth graders scored third in all Buffalo public and public charter schools. It is important to note that no fourth grade students scored at Level 1. KCCS met the overall measure with 82.5 percent of students scoring at level three or four. We continue to be encouraged by the strong results of KCCS students, 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.

The Performance Index is based on the following calculation:

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

It is based on all students taking the March 2007 Math examination, not only continuously enrolled students.

**B. Results**

The following table shows the calculation for KCCS's aggregate Performance Index on the 2007 state Math exam.

Year	Grade s	Percent of Students at Each Performance Level				(N)
		Level 1	Level 2	Level 3	Level 4	
2007	3 - 4	4.8	11.9	59.5	23.8	(42)

PI	=	11.9	+	59.5	+	23.8	+	59.5	+	23.8	=	<b>178.5</b>
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**C. Evaluation**

In 2007, KCCS's aggregate Performance Index of 178.5 exceeded the 2006-07 AMO of 86 on the state's Math exam. Thus, KCCS exceeded to a significant degree the Annual Yearly Progress measure in 2006-07.

**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	Grade	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
2007	3	73.7	43.0
	4	90.5	44.4
	Total (N)	82.5 (40)	43.7 (4,822)

The percent of KCCS third grade students scoring at or above Level 3 was 30.7 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 46.1 percentage points higher than that of the Buffalo Public School District fourth graders. In comparing the KCCS fourth grade scores with individual schools in the district, KCCS was ranked third in Buffalo making us competitive with Tapestry Charter and Olmsted Elementary despite the dramatic difference in student demographics. The percent of KCCS students in all grades combined scoring at or above Level 3 was 38.8 percentage points higher than that of the corresponding grades combined in the Buffalo Public School District.

### C. Evaluation

KCCS has met the measure in 2007 by having a higher percent overall in comparison to the district and in out-performing the district in both third and fourth grade. It is significant that the fourth grade scores ranked third in the city of Buffalo including public and public charter 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 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 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 2007 is not yet available.

**B. Results**

Not available.

- 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 2006 and again in May 2007. 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 2006-07	
	Grade 2 (N=21)	Grade 3 (N=21)
Spring 2006 Scores	(1 <sup>st</sup> ) 54.9*	(2 <sup>nd</sup> ) 55.1*
Spring 2007 Scores	(2 <sup>nd</sup> ) 47.9	(3 <sup>rd</sup> ) 51.7
Result	Close to grade level, No increase	Above grade level, No increase

\* As the cohort exceeded grade level (NCE=50) in Spring 2006, its target is any increase.

The Grade 3 cohort remained above grade level with an NCE of 51.7. The Grade 2 cohort came very close to grade

level with an NCE of 47.9. The combined NCE for both cohorts was 49.8.

**C. Evaluation**

The two KCCS grade level cohorts did not show an increase but remained at grade level with a slight statistical variation on the 2007 TerraNova Math exam.

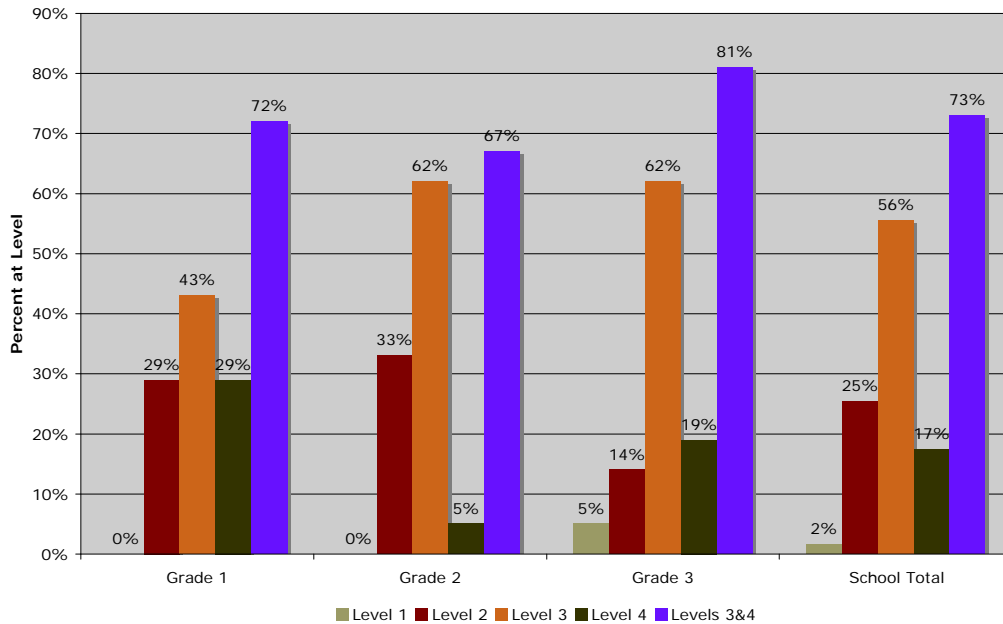
**D. Additional Evidence**

Spring 2007 Terra Nova Math Test	NCE Scores by Grade Levels			
	Grade 1	Grade 2	Grade 3	School Total
All Tested Students	53.7	49.4	52.8	51.9
Students 2+ years	52.3	47.9	51.7	50.7

KCCS maintained NCE scores above grade level (NCE=50) in 2007 with students in at least their second year producing an NCE of 50.7 while the NCE for all tested students was 51.9. Grade 3 remained above grade level with students in at least their second year producing an NCE of 51.7 and all tested students producing an NCE of 52.8. Grade 2 fell slightly below grade level with students in at least their second year producing an NCE of 47.9 and all tested students producing an NCE of 49.4. Grade 1 remained above grade level with students in at least their second year producing an NCE of 52.3 and all tested students producing an NCE of 53.7.

The following table contains performance level results for the 2007 Terra Nova Math Test.

**2007 TerraNova Math Results by Performance Level**



The TerraNova measure of Performance Level is the measure that most closely parallels the New York State tests. The above chart illustrates the strong scores for all grades including the impressive scores for the third grade at 81% proficient. The Terra Nova Math score for the first through third grades is 73% proficient.

**SUMMARY**

In 2006-07, King Center Charter School met its goal of enabling students to demonstrate competency in the understanding and application of mathematical computation and problem solving. 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 2006-07
Each grade-cohort reduces gap btw baseline & NCE of 50	Value-Added	Terra Nova Math Exam	Close with overall score above grade level (NCE=50)

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.

KCCS also met the comparative measure of performance relative to the district.

KCCS remained above grade level (NCE) with an NCE of 50.7 for students in at least their second year.

**ACTION PLAN**

KCCS students are excelling in math as measured by the New York State Mathematics Test. We continue to be standards focused in our math instruction program and will continue to provide innovative methods such as the unique Houghton College math camp experience for all third graders.

## 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 2007. 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 2007 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.

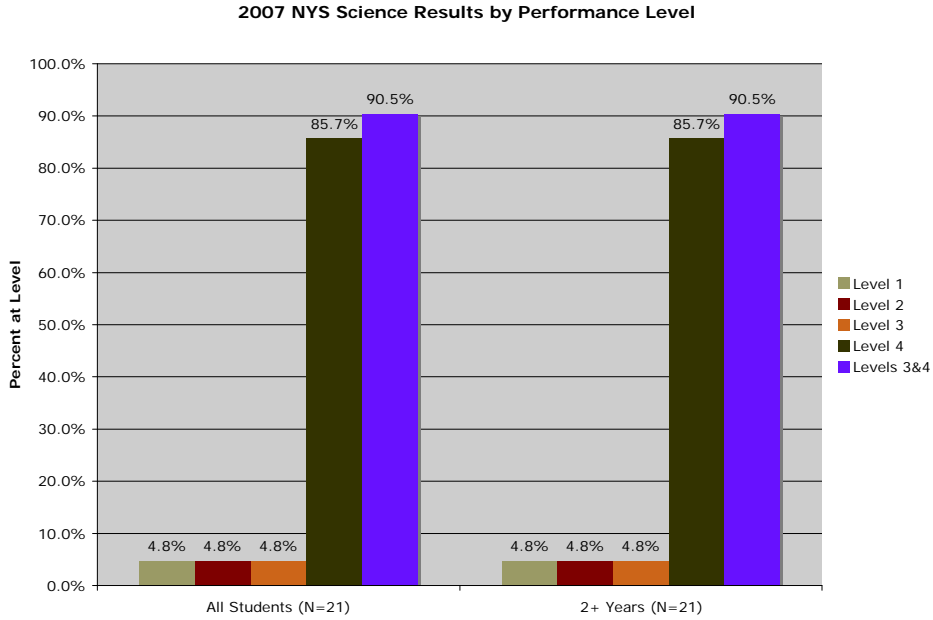
Year	Number of Students Tested in Grade 4	
	Total Tested	Total Enrolled
2007	21	21

### **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	
2007	All Students	4.8	4.8	4.8	85.7	90.5	21
	Students in at least 2 <sup>nd</sup> Year	4.8	4.8	4.8	85.7	90.5	21

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



In 2007, 90.5 percent of this group of students performed at or above Level 3 (proficient) on the New York State Science Assessment with 85.7 percent scoring at Level 4.

**C. Evaluation**

This result is above the measure’s requirement that at least 75 percent of the students perform at or above Level 3. Eighty-six percent of the students scored at Level 4 which demonstrates outstanding science achievement. KCCS exceeded expectations and fully met the Science goal.

**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 MEASURES

**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 2007 at the same time as the school's state report card.

#### **B. Results**

According to The New York State School Report Card: Accountability and Overview Report issued in the spring of 2007, the KCCS 2006-07 Overall Accountability Status is: **Good Standing**.

#### **C. Evaluation**

The report indicates that of the last three years of operation KCCS has exceeded its AMO in every subject area. Therefore, KCCS made Adequate Yearly Progress in all 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 2007 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. Parents returned surveys for 84 out of 104 KCCS students.

#### **B. Results**

An analysis of the survey reveals that surveys were collected for 81% of KCCS students with 100% confirming that they would recommend KCCS to friends and family.

**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**

90.4 percent of eligible students returned to KCCS in September 2006.

**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 94% in these thirty-minute parent-teacher conferences held in November (95.2%), February (94%) and June (92.8%).

**C. Evaluation**

With an average participation rate of 94% 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 2006-2007 attendance rate was 94.7%.

**C. Evaluation**

The school came very close to meeting the student attendance measure.

## 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 maintains a complete set of policies regarding its legal responsibilities and continues to scrutinize it's procedures to identify areas in need of improvement. Furthermore, the school continues to analyze and implement recommendations from the Charter School Institute regarding legal compliance. The school is confident that it remains in compliance with all its legal responsibilities.

## 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, 2007 is currently in process and will be submitted to CSI according to the requirements for financial reporting.