

# Accountability Plan Progress Reports for the 2007-08 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**

**2007-08**

**ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 1, 2008

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Constance M. Moss, Ph.D. and Rod McCallum prepared this 2007-08 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Lois Johnson	Co-President
Catherine Wettlaufer	Co-President
Brooke Anderson-Thompkins	Secretary
Robert Kresse	Treasurer
Lillian Bell	Parent Representative
Keith Frome	Member
Muriel Howard	Member
Michelle Martin	Member
Wendell Whitaker	Member

## INTRODUCTION

The King Center Charter School opened on August 14, 2000 with 80 students in kindergarten through 3<sup>rd</sup> grade. The SUNY Trustees approved its application for a charter in January 2000 and the New York State Regents gave approval in April 2000. It was the first charter school to open in Western New York. In 2001 the school received approval to add 4<sup>th</sup> grade and to implement an early admission program. Through the early admission program the King Center Charter School refers those students admitted at age three or four to the King Urban Life Center Parent Child Home Program, a home-based school readiness program. Those students who participate in the school readiness program perform significantly better on standardized tests administered at school entry and at the end of each school year than do their peers.

The King Center Charter School founders were committed to work with economically disadvantaged students at risk of academic failure, including in the original charter a provision that “at least 70% of the students would qualify for free or reduced price lunch.” The commitment was to serve a population representative of Buffalo public schools where there were high concentrations of children in poverty and a low percentage of students experiencing academic success. As the chart below confirms, we are serving a population that is overwhelmingly poor.

### Student Demographic Factors

School Year	Number Students	Free Lunch	Reduced-Price Lunch	Racial/Ethnic Origin AA/H/W/M	Special Education/ IEP's	AYP/Leave No Child Behind
2005-06	105	79%	17%	98%/2%/0/0	18%	School in Good Standing
2006-07	106	87%	7%	95%/2%/0/3%	14%	School in Good Standing
2007-08	103	80%	15%	94%/1%/2%/3%	20%	School in Good Standing

\*Racial/Ethnic Origin: AA=African American, H=Hispanic, W=White, M=Multiracial

The chart also shows that the special education population has increased over the past few years and reached a high of 20% for the 2007-08 school year.

In January 2008 the King Center Charter School received a five-year renewal from the SUNY Trustees and will continue to serve 105 students in kindergarten through 4<sup>th</sup> grade. The following mission statement will guide decision-making for the school:

*The King Center Charter School partners with parents and the community to ensure a caring student-centered environment of high expectation and academic excellence supported by evidence-based curriculum taught by a deeply committed and highly qualified staff.*

## ENGLISH LANGUAGE ARTS

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

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

### **Background**

In response to the results of the 2005-06 New York State assessment in English language arts the board of trustees of the King Center Charter School acted to address any demonstrable deficiencies. The actions of the board of trustees were designed to address any inadequacies in the overall educational program. The trustees required the development of a process that would be sustainable and replicable. The board authorized the creation of a new leadership structure and established English language arts as the priority. The new position of Instructional Coordinator was created in order to offer advice about the organizational structure and design as well as implement a revised ELA program. The trustees' actions led to the creation of an Instructional Leadership Team. Members of the King Center Charter School's (KCCS) Instructional Leadership Team collaborate to implement the ELA program. An educational plan has been established with a focus in the area of ELA. The educational plan drives the instructional program and is organized to address the role of administration, instructional staff, parents and students in four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The King Center's education plan is intentionally ordered in this manner to emphasize the importance of using student performance to guide practice. Throughout the 2007-08 school year, the staff's work aligned with the education plan. King Center staff collected and collaboratively analyzed ELA data from assessments that were aligned with NYS measures, used that data to update curriculum/pacing and continuously prioritize academic intervention services, participated in on-going coaching that was intentionally guided and directed as well as school-based professional development offerings and engaged in classroom observations/debriefing sessions about implementing the instructional planner for small groups/centers along with opportunities for collegial observations of model/anchor teacher practices.

In addition to the comprehensive assessment system, KCCS selected a new reading series and provided for all instructional staff to receive inservice offerings on the new reading material. For the 2007-08 school year the King Center Charter School hired and assigned teachers according to the priority of improving literacy with reading teachers considered the "primary" teacher in each classroom. The "primary" teacher's schedule provides for students to receive their ELA academic intervention from their literacy teacher thereby ensuring continuity. Curriculum/pacing guides were continuously updated and prioritized following a thorough analysis of student results on standards-based assessments. On a scheduled basis, the King Center staff engaged in intensive/ongoing support of students by targeting essential skills and reteaching.

### **Review of Major Changes:**

- ✓ Bd. of Trustees authorized creation of sustainable/replicable ELA process
- ✓ Bd. of Trustees approved new leadership structure
- ✓ New leadership and organizational structure implemented
- ✓ Created/implemented new education plan and structured instructional plan
- ✓ Authorized use of new reading series

Research has revealed that it takes time for change to actually take hold. The difference between the time it takes for individuals versus organizations to change is significant however for both time is a factor. The process that is in place at the King Center Charter School involves changing practices by focusing efforts at the classroom level thereby improving student achievement. The process at the KCCS will be sustained and replicable. The process will strengthen the capacity and ability of staff members to arrive at practices that are effective in teaching the students they are responsible to teach. With the number of major changes implemented during the one year non-precedent setting Short-Term Renewal period, the King Center Charter School is considering the 2007-08 school year as a baseline year.

**Goal 1: Absolute Measure**

Each year, 75 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 ELA examination.

**Method**

The school administered the New York State Testing Program English language arts assessment to students in third and fourth grade in January 2008. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2007-08 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	21	-	-	-	21
4	18	-	-	-	18
All	39	-	-	-	39

**Results**

In 2008, 54.1 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).

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

**Charter School Performance on 2007-08 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0	47.6	52.4	0	52.4	21
	Students in At Least 2 <sup>nd</sup> Year	0	50	50	0	<u>50</u>	20
4	All Students	16.7	22.2	61.1	0	61.1	18
	Students in At Least 2 <sup>nd</sup> Year	17.6	23.5	58.8	0	<u>58.8</u>	17
All	All Students	7.7	35.9	56.4	0	56.4	39
	Students in At Least 2 <sup>nd</sup> Year	8.1	37.8	54.1	0	<u>54.1</u>	37

**Evaluation**

This measure was not met given the goal is to have 75 percent of third and fourth graders who are enrolled in at least their second year perform at or above Level 3 on the New York State ELA examination.

Results on the NYS ELA assessments, over the past three years, reveals an improvement in the percent of all third grade students meeting the standards. In 2008, 52% of all third grade students attained proficiency as compared to 50% in 2007 and 33% in 2006. The school’s new organizational structure for classrooms and teacher assignments were focused on literacy. The chart above reveals in 2007-08, 50% of third grade students enrolled in at least their second year met the standards at the same level in 2006-07.

In 2007-08 even though 61% of all fourth grade students met standards, it represents a decrease in fourth grade results as compared to 76% in 2006-07. At the end of the 2006-07 school year three students who had scored at the upper level of proficiency on the third grade NYS ELA assessment left the school. After careful analysis even if those students had remained at the King Center in 2007-08 and maintained proficiency the projected results could have been 64% at or above standard.

While the overall programmatic changes (referenced previously) and enrollment losses may have contributed to the difference, a comparative analysis of student performance reveals in 2007-08 all fourth grade students demonstrated proficiency on the state assessment while improving on their results when in third grade in 2006-07. Sixty-one (61%) of all 2007-08 fourth graders met standards as compared to (50%) when they participated in the 2006-07 NYS third grade ELA assessment. This is an improvement in terms of individual growth of students.

The combined results for all students in third and fourth grades during 2005-06, 2006-07, and 2007-08 were 33%, 63%, and 57% respectively. Comparing the combined results for both grades reveals that 2007-08 proficiency has dropped by 6%. When considering both grades and comparing student performance (for students in at least their second year), three years worth of ELA data reveals the percent of proficiency went from 33% in 2005-06 to 64% in 2006-07 and 54% during 2007-08. Given the combined result for third and fourth grades is lower than in 2006-07 one may consider standard error of measurement when making comparisons.

**Additional Evidence**

Comparative 2007 and 2008 year -to -year data from New York State’s third and fourth grades English language arts assessments of the same set of students reveals an increase in the percent of students ( in their second year ) meeting state standards. Fifty percent (50%) of the third grade population were proficient in 2007 as compared to fifty-nine (59%) of the same set of students demonstrating proficiency when taking the 2008 fourth grade assessment. When comparing the third and fourth grade data, for the same students, it is noteworthy to mention a significant percent (59%) of all second year students either increased to or maintained a level 3 on the fourth grade NYS ELA assessment.

Finally, when evaluating the progress of all third and fourth grade students at the King Center Charter School data reveals overall 52% and 61% respectively scored at a proficient level on the 2008 English language arts assessment. This is significant when compared to scores of all students in corresponding grades in Buffalo City Schools. Third and fourth grade students of the Buffalo City School system performed at 46% and 42% respectively. These results were for all third and fourth graders enrolled during the 2007-08 school year.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4					
	2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33.3	21	50	18	50	20
4	33.3	21	76.4	21	58.8	17
All	33.3	42	64.1	39	54.1	37

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the state’s NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2007-08 is 133. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

The following table shows the calculation for KCCS’s aggregate Performance Index on the 2008 state ELA exam. The percentage of students performing above grade level remained strong while the percentage of students performing at level 1 was very low.

**Calculation of 2007-08 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3 & 4	7.7	35.9	56.4	0	39

$$\begin{array}{rcccccc}
 \text{PI} & = & 35.9 & + & 56.4 & + & 0 & = \\
 & & & + & 56.4 & + & 0 & = \\
 & & & & & & \text{PI} & = & \mathbf{148.7}
 \end{array}$$

**Evaluation**

The Performance index measure was met and exceeded the Annual Measurable Objective by 15.7 points.

**Additional Evidence**

It is notable that the percent of students that performed at level 1 was reduced by 47% from the 2007 results. This shows that KCCS students continue to make progress toward absolute proficiency.

**English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

Year	Grades <sup>2</sup>	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3 & 4	42	23.8	42.9	33.3	0	109.5	122
2006-07	3 & 4	41	14.6	22	61	2.5	149	122
2007-08	3 & 4	39	7.7	35.9	56.4	0	148.7	133

**Goal 1: 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 local school district.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as

<sup>2</sup> Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

**Results**

KCCS students outperformed the district by 9.4 percentage points. KCCS grade four students outperformed the district grade four students by 16.5 percentage points. KCCS students in the third grade outperformed the district grade three students by 3.1 percentage points.

**2007-08 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	50	20	46.9	2473
4	58.8	17	42.3	2311
All	<b>54.1</b>	37	<b>44.7</b>	4784

**Evaluation**

KCCS met this measure by outperforming the local school district on every level.

**Additional Evidence**

The King Center Charter School has outperformed the local school district for the last two years.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4					
	2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	33.3	37.2	50	35.3	50	46.9
4	33.3	37.8	76.4	39.9	58.8	42.3
All	33.3	37.5	64.1	37.6	54.1	44.7

**Goal 1: Comparative Measure**

Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

**Results**

**2006-07 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	86.5	20	50	46.5	3.5	.23
4		21	76.2	46.8	29.4	1.98
All			63.4	46.6	16.8	1.13

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

**Evaluation**

The measure was met to a high degree. Both the third and fourth grade students performed at a higher level than predicted compared to other similar schools statewide. The effect size for third graders was a positive .23 and the effect size for the fourth graders was 1.98.

**Additional Evidence**

The King Center Charter School obtained positive results two of the last three years when compared with similar schools statewide. The 2006-2007 results were very positive.

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

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	4	70.5	17	58.8	55.4	0.19
2005-06	3 & 4	79	42	33.3	49.7	-.88
2006-07	3 & 4	86.5	41	63.4	46.6	1.13

**Goal 1: Growth Measure**

Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State ELA exam and 75 percent at or above Level 3 on the current year’s State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

In 2008, 17 KCCS fourth grade students remained from the third grade class that completed the 2007 New York State ELA assessment at KCCS. In 2007, 41.2 percent of these students performed at level 3 or above in 2007. This set the target for cohort growth at 58.1 percent at level 3 or above. In 2008, 58.8 percent of this cohort performed at or above level 3.

**Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	17	41.2	58.1	58.8	YES
All	17	41.2	58.1	58.8	YES

**Evaluation**

The measure was met with the only cohort exceeding its target.

**Additional Evidence**

KCCS continues to progress toward absolute proficiency with cohorts reaching the targets in both years for which data sets are available.

**Cohort Performance on State English Language Arts Exam Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4	1	1
2007-08	4	1	1

**Summary of the English Language Arts Goal**

KCCS continues to make progress toward its goal of teaching students to be proficient readers and writers of the English language. This progress is evident by the fact that KCCS continues to reach cohort growth targets, maintain a Performance Index above state standards, and outperform the local district. KCCS acknowledges that there is always room for improvement and continues to work toward 75 percent proficiency on the New York State ELA examination.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 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 ELA examination.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the state’s NCLB accountability system.	Achieved
Comparative	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 local school district.	Achieved
Comparative	Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.	Achieved
Growth	Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State ELA exam and 75 percent at or above Level 3 on the current year’s State ELA exam.	Achieved

**Action Plan**

The King Center Charter School will stabilize and improve upon current results. This will be achieved by perfecting the existing process. The main purpose of this process is to enhance the instructional program thereby ensuring teaching practices are responsive and employed in an effective manner.

The process was designed to strategically engage instructional staff in active practices involving analysis of state standards, monitoring and use of student results from on-going standards-based assessments, development of prioritized curriculum/pacing guides, valid and reliable professional development, and pre-scribed instructional procedures.

2008-09 will represent the second year of implementing the new organizational structure, the Scott Foreman reading series, the comprehensive assessment system and the responsive curriculum procedures. Instructional staff will be more adept at using the procedures and materials. The school will continue to hire and assign teachers according to the priority of improving literacy, with teachers of ELA being considered the “primary” instructor in each classroom.

Teachers of ELA will continue to be responsible to provide their students with academic intervention services.

The King Center's Director, Instructional and Data Coordinator will participate in the development of uniform observation procedures. Each will conduct observations in a standard manner, debrief together and with staff as well as continuously provide on-going support and monitoring of teaching and learning.

All teachers (returning and new hires) will be involved in professional development in August 2008 wherein they will work with the Education Plan. The four prioritized sections; assessment, curriculum, professional development, and instruction will be covered in depth. Teachers will become immersed in the use of a structured small group instructional plan. Once school begins the teaching staff will immediately begin to phase-in the instructional plan that calls for on-going modeling, practice and debriefing with students. Frequent observations will provide for continuous support and monitoring of program implementation as designed.

## MATHEMATICS

### **Goal 2: Mathematics**

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

### **Background**

The New York State Board of Regents approved the revised NYS Mathematics Standard 3 on March 15, 2005. The King Center Charter School adopted these more clearly defined standards in the summer of 2005 and implemented them during the 2005-2006 school year. The newly organized Standard 3 includes five Content Strands which are Number Sense and Operations, Algebra, Geometry, Measurement and Statistics and Probability. The goal is to provide students with the knowledge and understanding of mathematics necessary to function in a world very dependent upon the application of mathematics. Instructionally, this goal translates into three components: conceptual understanding, procedural fluency and problem solving. The goal is for each teacher to include these integrally related components into every lesson.

Last year the King Center Charter School changed the internal assessment program primarily because of efforts to strengthen the ELA program. Rather than continuing with the TerraNova Math Tests, KCCS adopted the Fox Adds Up for Kindergarten through grade 2 and ACUITY for third and fourth grades. In addition to the New York State Math Assessments given to third and fourth graders, last year the King Center introduced ACUITY, a web based assessment, tightly correlated with the New York State Standards and produced by CTB McGraw Hill. The King Center adopted the CTB McGraw Hill Fox Adds Up math assessment for the Kindergarten through second grade students. This tool serves to document mastery of math concepts and skills as they are acquired during those early grades.

### **Goal 2: Absolute Measure**

Each year, 75 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.

### **Method**

The school administered the New York State Testing Program mathematics assessment to students in third and fourth grade in March 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2007-08 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3	21	-	-	-	21
4	17	-	-	1	18
All	38	-	-	1	37

**Results**

In 2008, 78.4 percent of students at KCCS for 2 or more years performed at or above Level 3 (proficient) on the New York State Mathematics Examination (Math).

**Charter School Performance on 2007-08 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0	14.3	76.2	9.5	85.7	21
	Students in At Least 2 <sup>nd</sup> Year	0	15	75	10	<b>85</b>	20
4	All Students	5.9	23.5	47.1	23.5	70.6	17
	Students in At Least 2 <sup>nd</sup> Year	5.9	23.5	47.1	23.5	<b>70.6</b>	17
All	All Students	2.6	18.4	63.2	15.8	78.9	38
	Students in At Least 2 <sup>nd</sup> Year	2.7	18.9	62.2	16.2	<b>78.4</b>	37

**Evaluation**

This measure was met and exceeded by 3.4 percentage points.

**Additional Evidence**

During this one-year charter period, the focus was on implementing a new ELA curriculum. The math curriculum continued as it has existed since 2005. The students at fourth grade level were not as successful this year as they had been the two previous years. However, the third grade students showed significant improvement.

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4					
	2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	76.2	21	73.7	19	85	20
4	90.4	21	90.5	21	70.6	17
All	83.3	42	82.5	40	78.4	37

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

**Goal 2: Absolute Measure**

Each year, the school’s aggregate Performance Index on the State math exam will meet its Annual Measurable Objective set forth in the state’s NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Math. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Math AMO, which for 2007-08 is 102. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

The following table shows the calculation for KCCS’s aggregate Performance Index on the 2008 state Math exam. The percentage of students performing above grade level remained very high.

**Calculation of 2007-08 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3 - 4	2.6	18.4	63.2	15.8	38

$$\begin{array}{rclclclcl}
 \text{PI} & = & 18.4 & + & 63.2 & + & 15.8 & = \\
 & & & + & 63.2 & + & 15.8 & = \\
 & & & & & & \text{PI} & = & \mathbf{176.3}
 \end{array}$$

**Evaluation**

The Performance index measure was met and exceeded the Annual Measurable Objective by 74.3 points.

**Additional Evidence**

The PI has been exemplary for the last three years. It is notable that the percent of students that performed at level 1 was reduced by 46% from the 2007 results.

**Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3 – 4	42	4.8	11.9	73.8	9.5	178.5	86
2006-07	3 – 4	42	4.8	11.9	59.5	23.8	178.5	86
2007-08	3 – 4	38	2.6	18.4	63.2	15.8	176.3	102

**Goal 2: 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 Math exam in each tested grade will be greater than that of the local school district.

**Method**

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

**Results**

KCCS students outperformed the district by 18.4 percentage points. KCCS grade four students outperformed the district grade four students by 17.4 percentage points. KCCS students in the third grade outperformed the district grade three students by 18.6 percentage points.

**2007-08 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	85	20	66.4	2534
4	70.6	17	53.2	2350
All	<b>78.4</b>	37	<b>60</b>	4884

**Evaluation**

KCCS met this measure by outperforming the local school district on every level.

**Additional Evidence**

The chart below illustrates the continued success KCCS students experience in NYS Math Assessments when compared to the Buffalo School District.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4					
	2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	76.2	40	73.7	43	85	66.4
4	90.4	47.3	90.5	44.4	70.6	53.2
All	83.3	43.7	82.5	43.7	78.4	60

**Goal 2: Comparative Measure**

Each year, the school will exceed its expected level of performance on the State Math exam by at least a small Effect size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

**Results.**

The chart below demonstrates that the third graders performed in a positive manner when compared to similar schools around the state and that the fourth graders performed much higher than expected.

**2006-07 Mathematics Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		21	<b>76.2</b>	<b>73.9</b>	<b>2.3</b>	<b>0.14</b>
4		21	<b>90.5</b>	<b>65.0</b>	<b>25.5</b>	<b>1.57</b>
All	<b>86.5</b>	<b>42</b>	<b>83.3</b>	<b>69.5</b>	<b>13.9</b>	<b>0.85</b>

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

**Evaluation**

The measure was met to a higher degree than expected.

**Additional Evidence**

Since 2005, the King Center Charter School third and fourth grade students have performed higher than expected to a large degree when compared to similar schools around the state.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	4	70.5	17	88.2	76.4	0.87
2005-06	3 & 4	79	42	83.3	63.7	1.03
2006-07	3 & 4	86.5	42	83.3	69.5	0.85

**Goal 2: Growth Measure**

Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

In 2008, 17 KCCS fourth grade students remained from the third grade class that completed the 2007 New York State Math assessment at KCCS. In 2007, 70.6 percent of these students performed at level 3 or above in 2007. This set the target for cohort growth at 72.8 percent at level 3 or above. In 2008, 70.6 percent of this cohort performed at or above level 3.

**Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	17	70.6	72.8	70.6	NO
All	17	70.6	72.8	70.6	NO

**Evaluation**

This measure was not met.

**Additional Evidence**

The 2006-07 grade four cohort met its target while the 2007-08 grade four cohort came within 3 percentage points of meeting its target. KCCS continues to maintain strong performance levels on Math assessments.

**Cohort Performance on Mathematics Exam  
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4	1	1
2007-08	4	0	1

**Summary of the Mathematics Goal**

KCCS continues to make progress toward its goal of helping students become competent in the understanding and application of mathematical computation and problem solving. This progress is evident by the fact that KCCS continues to maintain high levels of proficiency on state math exams, maintain a Performance Index well above state standards, and significantly outperform the local district. KCCS acknowledges that there is always room for improvement and continues to work toward growth among grade-level cohorts on the New York State Math examination.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 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.	Achieved
Absolute	Each year, the school's aggregate Performance Index on the State math exam will meet its Annual Measurable Objective set forth in the state's NCLB accountability system.	Achieved
Comparative	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 Math exam in each tested grade will be greater than that of the local school district.	Achieved
Comparative	Each year, the school will exceed its expected level of performance on the State Math exam by at least a small Effect size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.	Achieved
Growth	Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam.	Did Not Achieve

**Action Plan**

The 2007-2008 assessment data tells us that the King Center Charter School must provide more support and direction in math instruction next year. The math curriculum continues to be the same that was implemented in 2005, however new professional development sessions focusing on the math curriculum will be created. The administrative team will provide more support and supervision to those teachers responsible for teaching math.

We anticipate renewed growth on the fourth grade NYS Math Assessment and continued growth on the third grade NYS Math Assessment next year.

**SCIENCE**

**Goal 3: Science**

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

**Background**

**Goal 3: Absolute Measure**

Each year, 75 percent of fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.

**Method**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in spring 2008. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

**Results**

In 2008, 62.6 percent of grade 4 students at KCCS for 2 or more years performed at or above Level 3 (proficient) on the New York State Science Assessment.

**Charter School Performance on 2007-08 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0	37.5	31.3	31.3	62.6	16
	Students in At Least 2 <sup>nd</sup> Year	0	37.5	31.3	31.3	<b>62.6</b>	16

**Evaluation**

This measure was not met. The students were 12.4 percentage points lower than the 75% goal

**Additional Evidence**

The evidence reveals that our students made steady progress over time, achieving 90% proficiency in 2006-2007 on the science tests. The reversal of progress, dipping to 62.6 percent proficiency this year is alarming.

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4					
	2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	85.7	21	90.5	21	62.6	16

**Goal 3: 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 Science exam will be greater than that of the local school district.

**Method**

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

**Results**

**2007-08 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	61.6	16	Data Not Available	Data Not Available

**Evaluation**

The Buffalo District Data is not available for comparison purposes.

**Summary**

This goal was not met this year. The scores were at least 12 percentage points below the actual 75% proficiency that is required.

Type	Measure	Outcome
Absolute	Each year, 75 percent of fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.	Did Not Achieve
Comparative	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 Science exam will be greater than that of the local school district.	NA

**Action Plan**

The King Center Charter School has taken steps to renew the practice of teaching science with a split class utilizing the teacher and the co-teacher to work with small groups that provide for more engaging discussion and more frequent teacher directed hands-on activities. This was proven successful during the 2005-2006 and 2006-2007 school years. Last year this was disbanded in an effort to provide more ELA intervention time for fourth grade students. The schedule has been revised to ensure that both teachers will be available for more intensive science instruction next year.

**NCLB**

**Goal 5: NCLB**

**Goal 5: Absolute Measure**  
 Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

**Method**

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

**Results**

KCCS continues to make Adequate Yearly Progress toward absolute proficiency on state examinations.

**Evaluation**

This measure was met.

**Additional Evidence**

KCCS has been a school in Good Standing every year that it has been in operation.

**NCLB Status by Year**

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing