

Accountability Plan Progress Reports for the 2008-09 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 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th 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**

2008-09

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 3, 2009

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Claity P. Massey, Ph.D., Constance Moss, Ph.D., and Rod McCallum prepared this 2008-09 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
Michelle Martin	Vice President
Keith Frome	Secretary
Robert Kresse	Treasurer
Lillian Bell	Parent Rep.
Sue Koch	Parent Rep.
Brooke Anderson-Tompkins	
Sherryl Weems	
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INTRODUCTION

The King Center Charter School opened on August 14, 2000 to eighty kindergarten to grade three students. In 2001, KCCS added a fourth grade class increasing enrollment to 100, and implemented an early admissions program which allows the school to provide school readiness activities for those three- and four-year-old students for whom we reserve kindergarten seats.

The King Center Charter School never lost sight of the original goal to help students and families not typically successful in urban schools overcome barriers and succeed. Through on-going program evaluation, the school has become more strategic in its pursuit of academic rigor and more successful in partnering with others to meet the holistic needs of students and families. The Mission Statement and Key Design Elements are listed below.

Mission Statement: 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.

Key Design Elements Include:

- an early admissions program for three- and four-year olds with an optional home-based school readiness program;
- strong parental involvement through participation in three conferences a year, homework support and volunteering in classrooms;
- rigorous New York State standards focused curriculum;
- ongoing professional development activities for teachers;
- use of assessment data to provide differentiated instruction and dynamic pacing guides;
- support for social and emotional development daily through the Promoting Alternative Thinking Strategies (PATHS) curriculum; and
- a commitment to technology, making it possible for all teachers to integrate technology into their teaching on a daily basis and to share multimedia reading portfolios with parents.

We are proud that our third and fourth graders were in the top five Buffalo schools in their scores on the New York State ELA and Math tests in 2009. Please note the contrast in percentage of free and reduced price lunch between King Center Charter School and the other schools listed in the top five. King Center Charter School is achieving the original goal of helping the “high needs” urban students be successful.

**Achievement/Demographic Comparison
2009 New York State Assessment – Grades 3 & 4**

<i>School</i>	<i>ELA - % Level 3&4</i>	<i>Math - % Level 3&4</i>	<i>2007-08 % FRPL*</i>
Tapestry CS	94%	98%	33%
Olmsted/ BPS #56	89.9%	92.7%	39%
Discovery/ BPS #17	86%	90.3%	40%
Elmwood Village CS	81.3%	97.9%	44%
King Center CS	78.6%	95.1%	96%

* Free and Reduced Price Lunch from 2007-08 School Report Card

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	Total
2006-07	21	22	21	21	21	106
2007-08	22	22	20	21	18	103
2008-09	17	23	22	23	19	104

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

The KCCS board authorized the creation of a new leadership structure and established English Language Arts as the priority at the end of the 2006-07 school year. An Instructional Coordinator position was created for the 2007-08 school year in order to offer advice about the organizational structure and design as well as revise and 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 continue to collaborate to implement the updated ELA program as well as the expanded math program.

In 2007-08 an educational plan was implemented 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 and 2008-09 school years, all instructional work aligned with the education plan. King Center staff collected and collaboratively analyzed ELA and math data from assessments that were aligned with NYS measures, used that data to update curriculum/pacing and continuously prioritized 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 an instructional organizer for small groups/centers and collegial observations to replicate best practices of colleagues.

The King Center Charter School continues to hire and assign teachers according to the priority of improving literacy and math with two teachers in every class. Classroom teachers are co-teachers with equal academic responsibilities. One teacher will focus in the area of literacy and the other in mathematics. The co-teacher's schedules provide for students to receive academic intervention from their literacy and math teachers, respectively, thereby ensuring instructional continuity. Curriculum/pacing guides are continuously updated and prioritized following a thorough analysis of student results on standards-based school-wide assessments that are administered three times a year. On a scheduled basis, the King Center staff engage in intensive/ongoing support of students by targeting essential skills during re-teaching sessions.

The process that is in place at the King Center Charter School involves enhancing teacher practices by focusing efforts at the classroom level thereby improving student achievement. The process at the KCCS is sustainable and replicable. Staff members are enhancing their capacity to assess their students' knowledge, understandings and skills. Staff members then employ practices proven to be effective in teaching the students they are responsible to teach. With the Charter School Institute's five-year renewal of the King Center's Charter in March 2007 and the number of major changes implemented during the non-precedent setting Short-Term Renewal one year period, the King Center Charter School is very pleased that student achievement continues to improve. During the 2008-09 school year students at the King Center Charter School exceeded every accountability goal as set forth by the Charter School Institute.

The school’s organizational structure, continuous use of student performance to guide practices, structured curriculum, focused teaching practices in a supportive environment as well as revised classrooms routines has led to improved teaching as well as learning and excellent student achievement.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in third and fourth grade in January 2009. 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. 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.

**2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	23	-	-	-	23
4	19	-	-	-	19
All	42	-	-	-	42

Results

In 2009, 84.2 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).

**Charter School Performance on 2008-09 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	17.4	73.9	8.7	82.6	23
	Students in At Least 2 nd Year	0	5	85	10	95	20
4	All Students	0	26.3	73.7	0	73.7	19
	Students in At Least 2 nd Year	0	27.8	72.2	0	72.2	18
All	All Students	0	21.4	73.8	4.8	78.6	42
	Students in At Least 2 nd Year	0	15.8	78.9	5.3	84.2	38

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

Evaluation

This measure was exceeded 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 reveals that over the past three years steady improvement has been realized. There has been an increase in the percent of students, enrolled in at least their second year, attaining proficiency. As the chart above reveals in 2008-09, 95.0% of third grade students enrolled in at least their second year met and exceeded state standards. While in 2007-08 and 2006-07 the percent of continuously enrolled students scoring at proficiency was 50.0% for both years. The chart further displays scores of fourth graders. During 2008-09 72.2% of fourth graders, who were enrolled in at least their second year, met state standards. In 2007-08 and 2006-07, 58.8% and 76.2% (respectively) of fourth graders enrolled in at least their second year met the standards.

Over the past three years, the percent of all third grade students meeting standards has improved. During 2008-09, 82.6% attained proficiency as compared to 52.4% in 2007-08 and 50% in 2006-07. In 2008-09, 73.7% of all fourth grade students met standards as compared to 61.1% in 2007-08.

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards 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 2008-09 is 144. 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 King Center Charter School's aggregate Performance Index on the 2008-09 state ELA assessment. For 2008-09, the school's aggregate Performance Index on the state ELA exam continues to exceed the Annual Measurable Objective set forth in the state's NCLB accountability system. The King Center Charter School's Performance Index was 179 out of 144.

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3 – 4	0	21	74	5	42

PI	=	21	+	74	+	5	=	100	
				+	74	+	5	=	79
						PI	=	179	

Evaluation

The Performance Index measure was met and exceeded the Annual Measurable Objective.

Goal 1: Comparative Measure

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

Method

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 all students at the corresponding grades in the school district.

Results

KCCS students outperformed the district by 32.7 percentage points. KCCS grade four students outperformed the district grade four students by 18.1 percentage points. KCCS students in the third grade outperformed the district grade three students by 46.1 percentage points.

**2008-09 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	95	20	48.9	2428
4	72.2	18	54.1	2433
All	84.2	38	51.5	4861

Evaluation

The King Center Charter School continues to meet this measure by outperforming the local school district on every level.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts 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 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

The 2007-08 Effect Size for the fourth grade was .49, exceeding the target of .3. The third grade effect size was -0.02, registering less than a positive or even neutral Effect Size. Given the results of the 2008-09 test scores, we are confident that these current fourth graders have more than closed the gap between last years third grade Effect Size and this years fourth grade Effect Size, and will register more than a .3 Effect Size.

2007-08 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		21	52.4	52.64	-0.24	-0.02
4		18	61.1	53.72	7.38	0.49
All	83.17	39	56.42	53.14	3.28	0.22

School’s Overall Comparative Performance:
<i>About the same as expected</i>

Evaluation

The 2007-08 English Language Arts comparative performance overall for the King Center Charter School was positive, even though it was less than .3. The overall effect size was .22, not meeting the predicted performance Effect Size of .3.

Goal 1: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3 on the current year’s state English language arts 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 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. 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 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, 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.

Result

The fourth grade cohort of 18 students exceeded their target measure by 6.9 percentage points. The target established for this cohort was 65.3 and the result for the cohort was 72.2.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	18	55.6	65.3	72.2	YES
All	18	55.6	65.3	72.2	YES

Evaluation

The fourth grade cohort met and exceeded the cohort growth target. The overall performance for the fourth grade cohort was excellent.

Summary of the English Language Arts Goal

KCCS has achieved 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 will continue to implement the existing model with the intent of improving upon current results on the New York State ELA examination.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
2007-08 Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Close
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State exam and 75 percent at or above Level 3 on the current year’s State exam.	Achieved

Action Plan

The King Center Charter School will continue to implement the existing model and improve upon current results. This will be achieved through continuous improvement of 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 is 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 prescribed instructional procedures.

2009-2010 will represent the third year of implementing the new organizational structure, the Scott Foreman reading series, the comprehensive assessment system and responsive curriculum procedures. Instructional staff will continue perfecting their use procedures and materials. The school will continue to hire and assign teachers according to the priority of improving literacy. There will be two teachers in every classroom with teachers of ELA being considered the classroom teacher and the math/science teacher being considered the co-teacher.

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

The King Center's Director, Instructional Coordinator and Data Coordinator will continuously improve uniform observation procedures. Each will schedule and conduct observations in a standard manner, debrief together and with staff as well as continuously providing on-going support that maximizes teaching and learning.

All teachers (returning and new hires) will be involved in professional development in August 2009 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 organizer. Once school begins the teaching staff will immediately begin to use the instructional organizer which 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 education plan is organized to address the role of administration, instructional staff, parents and students in four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The King Center's educational plan is intentionally ordered in this manner to emphasize the importance of using student performance to guide practice. King Center staff collected and collaboratively analyzed math data from assessments that are aligned with NYS measures, used that data to update curriculum/pacing and continuously prioritized 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 an instructional organizer for small groups/centers and collegial observations to replicate best practices of colleagues.

During the 2008-09 school year the King Center continued administering school-wide assessments in accordance with the school's educational plan. KCCS adopted multiple assessment measures such as The Fox Adds Up for grades Kindergarten through second and ACUITY for third and fourth. In addition to the New York State Math assessments given to third and fourth graders, the King Center continues to administer ACUITY which is tightly correlated with the New York State Math Standards. These tools provide KCCS with data that is used to determine students' attainment of learning standards as well as predict how students will perform on mandated state assessments. Teachers of mathematics continuously assess their students' attainment of learning standards and implement intensified supportive procedures during re-teaching periods.

The King Center Charter School hired and assigned teachers, one teacher responsible for each, according to the priority of improving literacy and math with two teachers in every class. The literacy teacher serves as the classroom teacher focused in the area of literacy and the co-teacher focuses on mathematics. The teacher's schedules provide for students to receive academic intervention from their literacy and math teachers, respectively, thereby ensuring instructional continuity. Curriculum/pacing guides are continuously updated and prioritized following a thorough analysis of student results on standards-based school-wide assessments that are administered three times a year. On a scheduled basis, the King Center staff engage in intensive/ongoing support of students by targeting essential skills during re-teaching sessions.

The process at the KCCS is sustainable and replicable. Staff members are enhancing their capacity to assess their students' skills and arrive at teaching practices that are effective. The King Center Charter School is very pleased that student achievement continues to improve. During the 2008-09 school year students exceeded every accountability goal as set forth by the Charter School Institute.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students 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 2009. 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.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	22	-	-	-	22
4	19	-	-	-	19
All	41	-	-	-	41

Results

The third grade students in at least their second year at the King Center Charter School scored 1.4 percentage points higher than All students at Level 4. However, ALL third grade students scored at Level 3 or 4. The fourth grade students in at least their second year at the King Center Charter School scored .9 percentage points higher than All students at Level 4. In fourth grade, 88.9 percent of students in their second year scored at Level 3 or 4 while 89.5% of ALL students scored at Level 3 or 4.

**Charter School Performance on 2008-09 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	0	90.9	9.1	100	22
	Students in At Least 2 nd Year	0	0	89.5	10.5	100	19
4	All Students	5.3	5.3	73.7	15.8	89.5	19
	Students in At Least 2 nd Year	5.6	5.6	72.2	16.7	88.9	18
All	All Students	2.5	2.5	82.9	12.2	95.1	41
	Students in At Least 2 nd Year	2.7	2.7	81.1	13.5	94.6	37

Evaluation

This measure was met and exceeded by 19.6 percentage points.

² 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 (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards 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 Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2008-09 is 119. 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 2009 state ELA exam. The percentage of students performing above grade level remained very high.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3 – 4	3	3	83	12	41

$$\begin{array}{rclclclcl}
 \mathbf{PI} & = & 3 & + & 83 & + & 12 & = & 98 \\
 & & & & + & 83 & + & 12 & = & 95 \\
 & & & & & & \mathbf{PI} & = & \mathbf{193}
 \end{array}$$

Evaluation

The Performance index measure was met and exceeded the Annual Measurable Objective by 74 points.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in 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 24.9 percentage points. KCCS grade four students outperformed the district grade four students by 24.8 percentage points. KCCS students in the third grade outperformed the district grade three students by 24.6 percentage points.

**2008-09 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100	19	75.4	2472
4	88.9	18	64.1	2478
All	94.6	37	69.7	4950

Evaluation

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

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics 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 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

The 2007-08 Mathematics Comparative Performance was less than the predicted performance for fourth graders, with an Effect Size of -0.18. The third grade exceeded the predicted performance with an Effect Size of .27. As reported earlier, the 2008-09 mathematics scores are significantly improved.

2007-08 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	85.7	82.58	3.12	0.27
4		17	70.6	73.17	-2.57	-0.18
All	83.17	38	78.94	78.37	0.58	0.07

School’s Overall Comparative Performance:

About the same as expected

Evaluation

The King Center Charter School’s overall comparative performance was about the same as expected, however, we did not meet our predicted performance measure of .3. Our overall Effect Size was .07.

Goal 2: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3 on the current year’s state mathematics 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 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, 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 2009, eighteen KCCS fourth grade students remained from the third grade class that completed the 2008 New York State Math assessment at KCCS. In 2008, 83.3 percent of these students performed at level 3 or above in 2007. This set the target for cohort growth at 84 percent at level 3 or above. In 2009, 88.9 percent of this cohort performed at or above level 3.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	18	83.3	84	88.9	YES
All	18	83.3	84	88.9	YES

Evaluation

This measure was met.

Summary of the Mathematics Goal

KCCS continues to make significant 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 strives for excellence at every grade level and will to work toward growth among grade-level cohorts on the New York State Math examination.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
2007-08 Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Close
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	Achieved

Action Plan

Student achievement at KCCS continues to improve. During the 2008-09 school year student achievement in the area of mathematics was excellent. The school's new organizational structure, continuous use of student performance to guide practices, structured curriculum, focused teaching practices in a supportive environment as well as revised classrooms routines has led to improved teaching as well as learning and excellent student achievement.

The 2008-09 assessment data reveals that the King Center Charter School's instructional program was successfully revised and implemented in a manner that resulted in significant improvement in student achievement. The math program will continue to be implemented in a structured manner in accordance with the educational plan.

SCIENCE

Goal 3: Science

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

Background

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

The King Center’s educational plan is intentionally ordered in this manner to emphasize the importance of using student performance to guide practice. King Center staff collected and collaboratively analyzed science data from assessments that are aligned with NYS measures, used that data to update curriculum/pacing and continuously prioritized 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 sessions about implementing an instructional organizer for small groups/centers.

During the 2008-09 school year the King Center continued to implement the New York State Standards base Science curriculum using a variety of resource materials. The primary teaching strategies included small group instruction and hands-on experience with science materials.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students 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 the fourth grade in spring 2009. 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

The King Center Charter School fourth grade science test scores were much improved this year. The curriculum remains the same as it has been for the last five years with the same resources and pacing guides. We are pleased that ALL students exceeded our 75% goal at Level 3 & 4 with 94.7% and that students in at least their second year exceeded the goal of 75% with 94.4% at Level 3 & 4.

**Charter School Performance on 2008-09 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	5.3	0	63.1	31.6	94.7	19
	Students in At Least 2 nd Year	5.6	0	61.1	33.3	94.4	18

Evaluation

The fourth grade students exceeded the goal of 75% at Level 3 & 4 by about 20 percentage points.

Goal 3: Comparative Measure

Each year, the percent of all tested 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 all students in the same tested grades in 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

The fourth grade science test scores for the Buffalo Public Schools is not available.

**2008-09 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	94.4	18	n/a	n/a

Evaluation

Information Not available

Summary

The King Center Charter School fourth grade students performed at 94.4 % proficiency on the NYS Science test. This absolute measure of performance was indeed excellent.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data not available

Action Plan

The King Center Charter School will continue to implement the science curriculum in the way it was delivered this year. The strategies include extensive hands-on activities and small group instruction. All efforts will be made to maintain and improve the test scores.

NCLB

Goal 5: NCLB

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

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

The King Center Charter School is a School in Good Standing.

Evaluation

The King Center Charter School Accountability Status with NCLB has always been a school in Good Standing. The projections received from the New York State Education Department declare that our best possible rating next year for NCLB is a “School in Good Standing” and our worst possible rating for next year is a “School in Good Standing”.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing