

Accountability Plan Progress Reports for the 2009-10 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 SUNY 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 SUNY 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**

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Claity P. Massey, Ph.D., Constance Moss, Ph.D., and Rod McCallum prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Lois Johnson	Co-President, Education/Curriculum and Personnel/Nominating Committees
Catherine Wettlaufer	Co-president, Finance/Facilities and Policies/Procedures Committees
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Wendell Whitaker	Education/Curriculum and Personnel/Nominating Committees

INTRODUCTION

The King Center Charter School opened on August 14, 2000 with 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. This past year we admitted our second class of kindergarten serving a total of 132 students. We look forward to continuing to increase the number of students by adding a second class of first grade and extending our grades to include a fifth grade, serving a total of 176 students for the 2010/11 school year.

The King Center Charter School has not 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.

The King Center Charter School students continue to demonstrate an ability to achieve beyond the norm for students at the same grade level when compared to the four schools closest geographically to KCCS with students that are similar demographically. Using the 2010 revised cut scores, fifty-four percent of KCCS students were proficient on the New York State English Language Arts Test compared to an average score for the four schools of 17%, a little less than one-third of the KCCS student scores. Seventy-six percent of KCCS students achieved proficiency, defined by a scale score of 650, on the 2009 New York State English Language Arts test and the school demonstrated growth as eighty-six percent of the students achieved proficiency, as defined by a scale score of 650, on the 2010 New York State English Language Arts test. The King Center Charter School is achieving the original goal of ensuring academic success for ALL urban students, regardless of socio-economic status and other predictive demographics.

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
2009-10	44	21	24	20	23	132

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

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

The King Center's education plan is intentionally ordered in this manner to emphasize the importance of using student performance to guide practice. All instructional work is aligned with the 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 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 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. The King Center Charter School is very pleased that student achievement continues to improve.

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 through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 April 2010. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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. As you can see, all students enrolled were tested. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2009-10 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	20	-	-	-	20
4	23	-	-	-	23
All	43	-	-	-	43

Results

In 2010, 88.6 percent of students at KCCS for 2 or more years performed at or above the 650 scale score on the New York State English Language Arts Assessment (ELA).

**Charter School Performance on 2009-10 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	75	20
	Students in At Least 2 nd Year	80	15
4	All Students	95.7	23
	Students in At Least 2 nd Year	95	20
All	All Students	86	43
	Students in At Least 2 nd Year	88.6	35

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 the scale score of 650 on the New York State ELA examination.

Additional Evidence

Results on the NYS ELA assessments reveals that over the past two 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 below reveals, the King Center Charter School has maintained a high level of achievement and met their Accountability Plan for the past two years.

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.

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 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	50	18	50	20	95	20	80	15
4	76.4	21	58.8	17	72.2	18	95	20
All	64.1	39	54.1	37	84.2	38	88.6	35

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 2009-10 is 155.² 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 2009/10 state ELA assessment. For 2009/10 the school’s aggregate Performance Index on the state ELA exam was 147, 8 points lower than our AMO.

Calculation of 2009-10 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	9	35	51	5	43

$$\begin{array}{rclclclcl}
 \mathbf{PI} & = & 35 & + & 51 & + & 5 & = & 91 \\
 & & & & + & 51 & + & 5 & = & 56 \\
 & & & & & & \mathbf{PI} & = & \mathbf{147}
 \end{array}$$

Evaluation

For the first time in the history of the King Center Charter School, our Performance Index measure was not met. We did not meet our Annual Measurable Objective. The AMO was 155 and our PI was 147. The Performance Index and the Annual Measurable Objective for the last four years is

² With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

displayed below and the drop in the Performance Index for 2009/10 is because of the dramatic change in the cut scores for Levels 3 and 4 last year.

**English Language Arts 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		
2006-07	3 – 4	41	15	22	61	3	150	122
2007-08	3 – 4	39	8	36	56	0	148	133
2008-09	3 – 4	42	0	21	74	5	179	144
2009-10	3 – 4	43	9	35	51	5	147	155

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 26.3 percentage points. KCCS grade four students outperformed the district grade four students by 18.7 percentage points while third grade students outperformed the district grade three students by 32 percentage points.

**2009-10 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	46.7	15	28	2478
4	60	20	28	2419
All	54.3	35	28	4897

Evaluation

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

Additional Evidence

The chart below shows that the King Center Charter School has consistently outperformed the Buffalo School District over the past four years.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	50	35.3	50	46.9	95	48.9	46.7	28
4	76.4	39.9	58.8	42.3	72.2	54.1	60	28
All	64.1	37.6	54.1	44.7	84.2	51.5	54.3	28

The King Center Charter School is in close geographic proximity to the schools identified in the chart below. In addition, these schools have similar demographics as the King Center Charter School. The King Center Charter School students have demonstrated an ability to achieve beyond the norm for students at the same grade level when compared to the four schools closest geographically to KCCS with students that have a similar demographic profile. Using the 2010 revised cut scores, fifty-four percent of KCCS students were proficient on the New York State English Language Arts Test compared to an average score of 17% for the four schools, representing a little less than one-third of the KCCS proficient student scores.

**2009-10 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring at or above Level 3 on State Exam									
	King Center Charter School		Harriet Ross Tubman Academy		Dr. Martin Luther King, Jr. Multicultural Institute		PS 59 Dr. Charles Drew Science Magnet		Stanley Makowski Early Childhood Center	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	46.7	20	12.2	82	18.6	75	22.2	72	19.5	128
4	60	23	2.3	43	8.5	82	22.8	92	24.4	119
All	54.3	43	8.8	125	13.3	157	22.5	164	21.9	247

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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

The King Center Charter School third and fourth graders performed higher than predicted when compared with all New York State students with comparable free lunch statistics. The school’s overall comparative performance was higher than expected to a large degree.

2008-09 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		23	82.6	63.6	19	1.32
4		19	73.7	64.5	9.2	.68
All	77.7	42	78.6	64	28.2	1.03

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

Evaluation

The school’s aggregate Effect Size exceeded 0.3 to a large degree in 2008/09. The chart below shows that King Center Charter School has exceeded the 0.3 Effect Size to a large degree two out of the last three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	3 – 4	86.5	41	63.4	46.6	1.13
2007-08	3 – 4	83.2	39	56.4	53.1	.22
2008-09	3 – 4	77.7	42	78.6	64	1.03

Goal 1: Growth Measure

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. 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. 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

The fourth grade cohort of 20 students exceeded their target measure by 9 percentage points. The target established for this cohort was 86% and the result for the cohort was 95%.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	20	85	86	95	YES
All	20	85	86	95	YES

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

Additional Evidence

Over the past four years, the fourth grade cohort has met and exceeded the cohort growth target, as illustrated in the chart below.

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
2008-09	4	1	1
2009-10	4	1	1

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 exceed the 75 percent performance at or above a Scale Score of 650 on the New York State examination, to reach cohort growth targets 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	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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.	Did Not Achieve
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
2008-09 Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 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.

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 be joined by a Middle School expert, Dr. Keith Frome, and 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 2010 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. All staff will

participate in a session on Promoting Alternative Thinking Strategies to reinforce common language and procedures to enhance social and emotional growth in all students. 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 2009/10 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 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 2009/10 school year students exceeded most of the accountability goals set forth by the Charter School Institute.

Goal 2: Absolute Measure

Each year through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 200809 the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	20	-	-	-	20
4	23	-	-	-	20
All	43	-	-	-	43

Results

Ninety-seven percent of KCCS students in at least their second year at the King Center Charter School obtained a Scale Score of 650 or higher on the 2009/10 NYS Mathematics Exam.

³ 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 2009-10 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	100	20
	Students in At Least 2 nd Year	<u>100</u>	15
4	All Students	91.3	23
	Students in At Least 2 nd Year	<u>95</u>	20
All	All Students	95.3	43
	Students in At Least 2 nd Year	<u>97.1</u>	35

Evaluation

The measure was met and exceeded by 22 percentage points.

Additional Evidence

The chart below shows the progress our students in at least their second year have demonstrated for the last four years. The scores have stabilized and increased to impressive percentages over the last four years.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	73.7	19	85	20	100	19	100	15
4	90.5	21	70.6	17	88.9	18	95	20
All	82.5	40	78.4	37	94.6	37	97.1	35

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 2009-10 is 135⁴. 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 Math exam. The percentage of students performing above grade level remained very high.

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3 – 4	12	42	33	14	43

$$\begin{array}{rclclcl}
 \text{PI} & = & 42 & + & 33 & + & 14 & = & 88 \\
 & & & & + & & 14 & = & 47 \\
 & & & & & & \text{PI} & = & \mathbf{135}
 \end{array}$$

Evaluation

The Performance index measure was met and the Annual Measurable Objective obtained.

Additional Evidence

As illustrated below KCCS Performance Index has far surpassed the Annual Measurable Objective for the past three years.

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		
2006-07	3 – 4	42	5	12	60	24	180	86
2007-08	3 – 4	38	3	18	63	16	176	102
2008-09	3 – 4	42	3	3	83	12	193	119
2009-10	3 – 4	43	12	42	33	14	135	135

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

⁴ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

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 19 percentage points.

**2009-10 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	46.7	15	27.9	2515
4	50	20	31.3	2467
All	48.6	35	29.6	4982

Evaluation

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

Additional Evidence

The Charter School has outperformed the local district consistently at every grade level over the past four years.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	73.7	43	85	66.4	100	75.4	46.7	27.9
4	90.5	44.4	70.6	53.2	88.9	64.1	50	31.3
All	82.5	43.7	78.4	60	94.6	69.7	48.6	29.6

The King Center Charter School is in close geographic proximity to the schools identified in the chart below. In addition, these schools have similar demographics as the King Center Charter School. The King Center Charter School students have demonstrated an ability to achieve beyond the norm for students at the same grade level when compared to the four schools closest geographically to KCCS with students that have a similar demographic profile. Using the 2010 revised cut scores, forty-eight percent of KCCS students were proficient on the New York State English Language Arts Test compared to an average score of 15% for the four schools, representing a little less than one-third of the KCCS proficient student scores.

**2009-10 Mathematics Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring at or above Level 3 on State Exam									
	King Center Charter School		Harriet Ross Tubman Academy		Dr. Martin Luther King, Jr. Multicultural Institute		PS 59 Dr. Charles Drew Science Magnet		Stanley Makowski Early Childhood Center	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	46.7	20	5.9	85	28	75	13.9	72	9.2	130
4	50	23	12.3	57	15.2	79	22	91	14.8	121
All	48.6	43	8.5	142	21.4	154	18.4	163	11.9	251

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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

The 2008/09 Mathematics Comparative Performance was higher than expected to a large degree.

2008-09 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		22	100	88.8	11.2	1.25
4		19	89.5	80.5	9	.70
All	77.7	41	95.1	85	10.2	.99

School’s Overall Comparative Performance:

Higher than expected to a large degree

Evaluation

The King Center Charter School’s overall comparative performance was higher than expected to a large degree for both grade levels.

Additional Evidence

A review of the comparative data over the last four years indicates that the King Center Charter School has performed higher than expected to a large degree three out of the four years and performed about the same as expected one year. Compared to other students eligible for free lunch through out the state, King Center Charter School is performing higher than expected.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3 – 4	79	42	83.3	63.7	1.03
2006-07	3 – 4	86.5	42	83.3	69.5	.85
2007-08	3 – 4	83.2	38	78.9	78.4	.07
2008-09	3 – 4	77.7	41	95.1	85	.99

Goal 2: Growth Measure

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. 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. 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 2010, twenty KCCS fourth grade students remained from the third grade class that completed the 2008 New York State Math assessment at KCCS. In 2009, 100% of these students performed at

level 3 or above. This set the target for cohort growth at 100% for the 2010 year. In 2010, only 95% of the fourth grade cohort performed at or above 650 Scale Score.

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	20	100	100	95	NO
All	20	100	100	95	NO

Evaluation

The measure was not met.

Additional Evidence

In the past four years only two of the fourth grade cohorts have met their target. We continue to work to stabilize our math scores.

**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
2008-09	4	1	1
2009-10	4	0	1

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 work toward growth among grade-level cohorts on the New York State Math examination.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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
2008-09 Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Did Not Achieve

Action Plan

Student achievement at KCCS continues to improve. During the 2009/10 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 classroom routines has led to improved teaching as well as learning and excellent student achievement.

The 2009/10 assessment data reveals that the King Center Charter School’s instructional program was successfully 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 2009/10 school year the King Center continued to implement the New York Standards based 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 fourth grade in spring 2010. 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 continued to improve this year with 100% of students scoring at a Level 3 or Level 4.

**Charter School Performance on 2009-10 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	0	39.1	60.9	100	23
	Students in At Least 2 nd Year	0	0	40	60	100	20

Evaluation

The fourth grade students exceeded the goal of 75% at Level 3 & 4 by 25 percentage points.

Additional Evidence

The science test data from the past four years reveals that students did not meet the goal of 75% during the 2007/08 school year, but have exceeded the 75% goal by 15 to 25 points the other three years. The 2007/08 school year was a year of implementing a new Education Plan and the primary focus for the school that year was reading. However, the data shows that our students are continuing to perform at a level of excellence in science.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	90.5	21	62.6	16	94.4	18	100	20
All	90.5	21	62.6	16	94.4	18	100	20

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.

**2009-10 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	100	20	n/a	n/a

Evaluation

Information Not available.

Additional Evidence

The King Center Charter School fourth grade students performed at an excellent level in 2010. The comparison scores with the local schools is impossible as those scores are not available.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	90.5	n/a	62.6	n/a	94.4	n/a	100	n/a
All	90.5	n/a	62.6	n/a	94.4	n/a	100	n/a

Summary

The King Center Charter School fourth grade students performed at 100% 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.	n/a

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 is a school in Good Standing.

Additional Evidence

The King Center Charter School has always been 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
2009-10	Good Standing