

**KING CENTER  
CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Claity P. Massey, Ph.D. and Rod McCallum prepared this 2010-11 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
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Wendell Whitaker	Member; Finance & Facilities and Policies & Procedures 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 first class of fifth graders and our second class of first grade serving a total of 176 students. We look forward to continuing to increase the number of students by adding a second class of second grade and extending our grades to include a sixth grade, serving a total of 240 students for the 2011/12 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.

Seventy-five percent of KCCS students achieved proficiency, defined by a time adjusted level 3 cut score, on the 2011 New York State English Language Arts test and ninety-three percent achieved proficiency on the 2011 New York State Math test. 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 three schools closest geographically to KCCS with students that are similar demographically. Using the 2011 cut scores, thirty-seven percent of KCCS students were at level three or higher on the New York State English Language Arts Test compared to an average score for the three schools of 12.5%, approximately one-third of the KCCS student scores. In math, the contrast was even more dramatic with an average score for the three schools of 17% compared to the King Center School scores of 55%. 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	5	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
2010-11	42	46	25	22	20	22	177

## 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. At strategic intervals throughout the year, King Center staff collected and collaboratively analyzed leading indicator ELA data from assessments that were aligned with NYS measures and used to prioritize academic intervention services. Faculty participated in on-going coaching that was intentionally guided and directed as well as receive school-based professional development offerings. They also engaged in classroom observations/debriefing sessions about implementing an instructional organizer for small groups/centers and peer 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. 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 students continue to perform well enough to meet the ELA Goals in the Accountability Plan.

#### 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 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State English Language arts examination.<sup>1</sup>

#### Method

The school administered the New York State Testing Program English language arts assessment to students in third through fifth grade in May 2011. 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 and 2010-

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<sup>1</sup> In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores<sup>1</sup>, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	657
4	654
5	654

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.

**2010-11 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3	22	-	-	-	22
4	20	-	-	-	20
5	22	-	-	-	22
All	64	-	-	-	64

**Results**

In 2011, 75.4 percent of students at KCCS for 2 or more years performed at or above the Time Adjusted Level 3 cut score on the New York State English Language Arts Assessment (ELA).

**Charter School Performance on 2010-11 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	54.5	22
	Students in At Least 2 <sup>nd</sup> Year	<b>52.4</b>	21
4	All Students	85.0	20
	Students in At Least 2 <sup>nd</sup> Year	<b>83.3</b>	18
5	All Students	86.4	22
	Students in At Least 2 <sup>nd</sup> Year	<b>94.4</b>	18
All	All Students	75.0	64
	Students in At Least 2 <sup>nd</sup> Year	<b>75.4</b>	57

<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Evaluation**

75 percent of all tested students who are enrolled in at least their second year at King Center Charter School performed at the Time Adjusted Level 3 cut scores on the New York State English Language Arts examination, fully meeting the first goal of our Accountability Plan. The fifth grade students gave the most notable performance with 94.4% performing at or above the Time Adjusted Level 3 Cut Score. This is particularly impressive since this is our first year with a fifth grade class.

**Additional Evidence**

Results on the NYS ELA assessments for the last four years reveal that for the 2008-09 and 2009-10 years, steady improvement was realized. However, as the chart below reveals, the King Center Charter School declined by about 13 percentage points during the 2010-11 school year. The biggest deficit in scores came with the third grade class that dropped to 52 percent. However, the fourth and fifth grade students' performance made it possible for the school to meet the absolute goal of 75%.

**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 at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	50	20	95	20	80	15	52.4	21
4	58.8	17	72.2	18	95	20	83.3	18
5	-	-	-	-	-	-	94.4	18
All	54.1	37	84.2	38	88.6	35	75.4	57

**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 ten percentage points.

**2010-11 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	23.8	21	26.3	2416
4	55.6	18	28.2	2419
5	33.3	18	24.9	2396
<b>All</b>	<b>36.8</b>	<b>57</b>	<b>26.5</b>	<b>7231</b>

**Evaluation**

The King Center Charter School continues to meet this measure by outperforming the local school district. KCCS grade four students outperformed the district grade four students by 27.4 percentage points while the fifth grade outperformed the district students by 8 points. The district third grade students outperformed the King Center grade three students by 2.5 percentage points.

**Additional Evidence**

The King Center Charter School has consistently out-performed 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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	50	46.9	95	48.9	46.7	28	23.8	26.3
4	58.8	42.3	72.2	54.1	60	28	55.6	28.2
5	-	-	-	-	-	-	33.3	24.9
<b>All</b>	<b>54.1</b>	<b>44.7</b>	<b>84.2</b>	<b>51.5</b>	<b>54.3</b>	<b>28</b>	<b>36.8</b>	<b>26.5</b>

The King Center Charter School continues to compare student scores with those schools closest to the King Center geographically and that serve students with similar demographics. The King Center students scored significantly higher on the ELA NYS tests.

**2010-11 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	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	23.8	21	13.3	60	12.9	62	13.8	94
4	55.6	18	6.4	78	16.9	77	25.8	66
5	33.3	18	3.5	57	9.5	74	12.6	87
All	36.8	57	7.7	195	13.2	213	16.6	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 statewide. 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 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

**Results**

The King Center Charter School NYS ELA test scores were higher than expected to a large degree when compared to schools serving the same level of students living in poverty.

**2009-10 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		20	45.0	37.5	7.5	0.51
4		23	65.2	35.2	0	1.98
All	83.5	43	55.8	36.3	19.5	1.30

**School's Overall Comparative Performance:***Higher than expected to a large degree***Evaluation**

The school did exceed its predicted level of performance on the state English language arts exam to a large Effect Size of 1.3 according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State. The goal was fully met.

**Additional Evidence**

The King Center Charter School has met this goal three out of four times in the past four years with the largest effect size being recorded in 2009-10.

**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	64.0	1.03
2009-10	3-4	83.5	43	55.8	36.3	1.30

**Goal 1: Growth Measure**

On the current year's state English language arts exam, 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. 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 of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are 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**

Neither cohort achieved their target.

**Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-11**

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4	18	50.0	62.5	55.6	NO
5	18	55.6	65.3	33.3	NO
All	36	52.8	63.9	44.4	NO

The target was not achieved for either cohort or for the whole school. While the fourth graders at least showed an increase of 5.6 percentage points, the fifth graders had a decline of 17.3 percentage points.

**Additional Evidence**

King Center Charter School Cohorts met their targets for the 2007-08, 2008-09 and 2009-10 years. This year the school did not meet the targets.

**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
2007-08	4	1	1
2008-09	4	1	1
2009-10	4	1	1
2010-11	4-5	0	2

**Summary of the English Language Arts Goal**

The King Center Charter School achieved the Absolute Measure with 75 percent of all tested students enrolled in at least their second year performed at or above the Time Adjusted Level 3 cut score on the New York State English Language Arts examination. The Comparative Measures were also achieved. The percent of all tested students enrolled in at least their second year performing at or above Level 3 of the State exam was greater than that of all students in the same tested grades (3-5) in the local school district. The King Center Charter School students scored higher than expected to a large degree on the 2009/10 New York State English Language Arts exam. Three of the four measures were achieved. However, this is the first year our Cohort has not met their growth goal. The student developmental, social and emotional needs and motivations change as they grow older, and we attribute at least some of the decline in growth to our 5<sup>th</sup> graders extra-school related stresses in their lives. Our current fifth graders had a decline of 17.3 percentage points while the fourth graders at least showed an increase of 5.6 percentage points, therefore making it impossible to attribute the decline to the increased difficulty level of the test. The urgency of hiring a full time Instructional Leader with experience in Middle School education is obvious based on the data alone.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above the Time Adjusted Level 3 cut score 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.	N/A
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
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	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve

### **Action Plan**

A major change in the King Center Charter School is that Dr. Keith Frome will be full time with the King Center Charter School this year and has become the official Instructional Leader of the School. The full time Director of Curriculum and Instruction and the full time Director of Data Analysis will support him in his Instructional Leadership role.

### **Two Teachers per Classroom**

The King Center staffing pattern was altered for the 2010/11 school year, providing one math teacher for every two classes rather than utilizing an AmeriCorps certified co-teacher in each class. Teachers and administrators agreed that the previous staffing model of two certified teachers in each classroom was superior to one math teacher for two classes, even with additional support from intervention teachers. The 2011/12 staffing pattern includes a classroom teacher and a co-teacher to be present in each of the ten classrooms. This shared teaching will make it possible to give more individual and small group support throughout the school day. In addition, each classroom will have access to an additional intervention classroom for small group targeted remediation led by either the teacher or co-teacher depending on the circumstances.

### **Summer School Remediation Program**

A four-week Summer School Program targeted only those students that were not functioning at grade level. An analysis of student achievement data was made to determine grade level competency in May and this data was used to develop an intensive summer school program designed to provide remediation for those students.

### **Incorporation of Select New York State Common Core Standards**

Adjustments to the curriculum include an upgrade from the Pacing Guide to a document we refer to as our Learning Objectives Guide (LOG) which details all of the New York State Learning Standards with alignment to the new Common Core Standards for New York State. The Learning Objectives

Guide will be the primary curriculum document for the King Center Charter School for the 2011-12 school year and will provide a framework for teachers to follow for each week of instruction. The New York State Common Core anchor standards for Reading for Literature, Reading for Information and Writing will be incorporated into the Learning Objectives Guide. The LOG will be completed in phases of 8-10 week chunks. This is so that the information in the LOG always reflects the most current student data. Teachers are responsible for identifying appropriate resources to be used in teaching the standards. Lesson plans directly reflect the information that is incorporated from the LOG. Primary resources for implementation include Scott Foresman (core reading program), COACH New York State Test Prep Series, as well as outside trade books and chapter books.

### **Career and College Readiness Standards**

As detailed in the LOG, teachers will spend a minimum of 15 hours per week on incorporating the CCLS (Reading and Writing) into the existing ELA block. For each week of instruction the CCLS will be closely linked to the skills and content for the unit, taught with higher rigor and specifically focused on teaching critical thinking skills. Additional resources will be brought in to supplement and ensure full coverage of the standards. Unit plans and projects will be submitted every 6 weeks demonstrating student performance of the new CCLS. The plans will directly reflect the essential elements from the LOG for each unit. As a school, the Career and College Readiness Standards (CCR) will be implemented through a variety of different activities and programs in and out of the classroom setting. The school will choose one CCR per month as a focus for the entire school. The CCLS will also be used in teaching Social Studies and Science. It is our intent to identify every six weeks as "RE-TEACHING" weeks and to have teachers attach artifacts, assessments, and rubrics with the LOG.

For each of the tested grades (3-5), an item analysis was completed for the 2011 English Language Arts exam. This document will provide information to each classroom teacher as to what items were covered, to what depth and how often. This also provides a connection between what is being taught in the classroom (LOG) and what the students will be expected to do on the state assessments in the spring. It should also provide clarity as to "how" certain items should be aligned in the delivery of instruction.

Erie One BOCES has been and will continue to provide professional development and technical support for our implementation of the New York State Common Core Learning Standards. In addition, the new full-time Director of Curriculum and Instruction and the Director of Data Analysis are participating in BOCES certification workshops on the New York State Teaching Standards and Teacher Evaluation Programs. In addition, the 4<sup>th</sup>-6<sup>th</sup> grade daily advisory groups, utilizing the KCCS Life Log Journal, will focus on College & Career aspirational work and will include daily journaling as well as other ELA related activities such as PowerPoint Presentations and debates.

### **Assessments**

The King Center Charter School has analyzed the use of the Fox in the Box standardized test for our K-2 students and have concluded that it is not a good fit for our students but because of the demands of one-on-one administration has become a distraction to our instructional program because of the amount of time that has to be dedicated to the administration of this test. Beginning in the Fall, the school will introduce the AIMSweb assessment which provides for three times a year administration but also provides a progress monitoring component for those students not at benchmark which demands a more focused approach to getting all children to benchmark at each grade level.

Our local choice for third through sixth grade will continue to be ACUITY but we are changing our focus from Predictive to Diagnostic with the expectation this will provide data to encourage ongoing remediation in those areas where it is needed.

The Scott Foresman Unit Benchmark Assessments will continue to be used at all grade levels as a summative measure every five to seven weeks.

<b>Grade Level</b>	<b>Assessments</b>
K	AIMSweb, Unit Benchmark Assessments
1	AIMSweb, Unit Benchmark Assessments
2	AIMSweb, Unit Benchmark Assessments
3	Unit Benchmark Assessments, ACUITY
4	Unit Benchmark Assessments, NYS Assessment, ACUITY
5	Unit Benchmark Assessments, NYS Assessment, ACUITY
6	Unit Benchmark Assessments, NYS Assessment, ACUITY

The King Center Charter School Board of Directors and Administration anticipate that with the above described changes student learning will be enhanced and thus performance on NYS ELA Assessment will continue to improve.

## 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 debriefing sessions about implementing an instructional organizer for small groups/centers.

During the 2010/11 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, fourth and fifth. In addition to the New York State Math assessments given to third through fifth 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 one math teacher for every two classrooms to work with the classroom teachers. 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 KCCS 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 2010/11 school year, students exceeded most of the accountability goals set forth by the Charter School Institute.

**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 mathematics examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination<sup>3</sup>.

**Method**

The school administered the New York State Testing Program mathematics assessment to students in third through fifth grade in May 2011. 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 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores<sup>1</sup>, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	656
4	655
5	653

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.

**2010-11 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>4</sup>			Total Enrolled
		IEP	ELL	Absent	
3	22	-	-	-	22
4	20	-	-	-	20
5	22	-	-	-	22
All	64	-	-	-	64

**Results**

Ninety-three percent of KCCS students in at least their second year at the King Center Charter School obtained a Time Adjusted Level 3 Cut Score or higher on the 2010/11 NYS Mathematics Exam.

<sup>3</sup> In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

<sup>4</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

**Charter School Performance on 2010-11 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	100	22
	Students in At Least 2 <sup>nd</sup> Year	<b>100</b>	21
4	All Students	80.0	20
	Students in At Least 2 <sup>nd</sup> Year	<b>83.3</b>	18
5	All Students	95.5	22
	Students in At Least 2 <sup>nd</sup> Year	<b>94.4</b>	18
All	All Students	92.2	64
	Students in At Least 2 <sup>nd</sup> Year	<b>93.0</b>	57

**Evaluation**

The measure was met and exceeded by 18 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 continue to demonstrate impressive percentages.

**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 at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	85.0	20	100	19	100	15	100	21
4	70.6	17	88.9	18	95.0	20	83.3	18
5	-	-	-	-	-	-	94.4	18
All	78.4	37	94.6	37	97.1	35	93.0	57

**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 25 percentage points.

**2010-11 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	52.4	21	27.7	2482
4	55.6	18	35.2	2485
5	61.1	18	31.1	2449
<b>All</b>	<b>56.1</b>	<b>57</b>	<b>31.3</b>	<b>7416</b>

**Evaluation**

KCCS met this measure by outperforming the local school district at every grade level. The school outperformed the district by 25%.

**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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	85.0	66.4	100	75.4	46.7	27.9	52.4	27.7
4	70.6	53.2	88.9	64.1	50.0	31.3	55.6	35.2
5	-	-	-	-	-	-	61.1	31.1
<b>All</b>	<b>78.4</b>	<b>60</b>	<b>94.6</b>	<b>69.7</b>	<b>48.6</b>	<b>29.6</b>	<b>56.1</b>	<b>31.3</b>

The King Center Charter School continues to compare student scores with those schools closest to the King Center geographically and that serve students with similar demographics. The King Center students scored significantly higher on the NYS Math Tests at every grade level. The geographically and demographically similar school scores ranged from 16 to 20 percent compared to the KCCS Score of 56 percent.

**2010-11 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	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	52.4	21	21.7	60	20.6	63	20.2	94
4	55.6	18	20.8	77	20.5	78	26.9	67
5	61.1	18	3.5	57	18.9	74	3.5	86
All	56.1	57	16.0	194	20.0	215	16.2	247

**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 statewide. 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 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

**Results**

Both the third and fourth grade students performed at a slightly higher level than expected when compared to other students in similar demographics around New York State.

**2009-10 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		20	45.0	43.39	1.6	0.09
4		23	47.8	46.5	1.3	0.07
All	83.5	43	46.5	45.1	1.4	0.08

**School's Overall Comparative Performance:***Slightly higher than expected***Evaluation**

The actual scores were higher than predicted to a small effect size. The measure was fully met.

**Additional Evidence**

Past performance of King Center Charter third and fourth graders, when compared to the predicted performance of public schools with a similar free lunch percentage, is listed in the following chart. The strongest Effect Size came in 2008-09 and prior to that 2006-07. The Effect Size this past year was next at .08, just edging out the .07 for 2007-08. The measure has been met every year.

**Mathematics 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	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	85.0	.99
2009-10	3-4	83.5	43	46.5	45.1	0.08

**Goal 1: Growth Measure**

On the current year's state mathematics exam, 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. 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 of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are 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

Even though the fourth and fifth grade cohorts improved their scores by at least 5 percentage points from 2009-10 to 2010-11, they still did not achieve their target. The fourth graders missed the target by about 7 percentage points while the fifth graders only missed their target by about 4 percentage points. Unfortunately, the Target was not achieved.

### Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4	18	50.0	62.5	55.6	NO
5	18	55.6	65.3	61.1	NO
All	36	52.8	63.9	58.3	NO

## Evaluation

The target was not achieved at any grade level or as a school. There was an increase of at least five percentage points at each grade level and as a school. However, this was not an adequate increase to meet the target.

## Additional Evidence

In looking back over the past four years, it is obvious that only one year did the cohort meet its target in math.

### 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
2007-08	4	0	1
2008-09	4	1	1
2009-10	4	0	1
2010-11	4-5	0	2

## Summary of the Mathematics Goal

The King Center Charter School achieved three out of four outcome measures in math. The Absolute measure of 75 percent of tested students in their second year performing at or above the Time Adjusted Level 3 Cut Score on the NYS Math examination was achieved. The King Center Charter School students enrolled in at least their second year and performing at or above Level 3 on the State Math exam was greater than the same tested grades in the local school district. The comparative measure of predicted level of performance on the State exam was met by at least a small Effect Size. The Growth Measure revealed that neither grade four nor grade five showed adequate cohort growth, therefore not achieving the desired outcome. However, the students did well to achieve three out of four outcome measures in math.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above the Time Adjusted Level 3 cut score 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.	N/A
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
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	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve

### **Action Plan**

A major change in the King Center Charter School is that Dr. Keith Frome will be full time with the King Center Charter School this year and has become the official Instructional Leader of the School. The full time Director of Curriculum and Instruction and the full time Director of Data Analysis will support him in his Instructional Leadership role.

### **Two Teachers per Classroom**

The King Center staffing pattern was altered for the 2010/11 school year, providing one math teacher for every two classes rather than utilizing an AmeriCorps certified co-teacher in each class. Teachers and administrators agreed that the previous staffing model of two certified teachers in each classroom was superior to one math teacher for two classes, even with additional support from intervention teachers. The 2011/12 staffing pattern includes a classroom teacher and a co-teacher to be present in each of the ten classrooms. In most cases, this co-teacher will be responsible for the planning and teaching of math and science. Two certified teachers in each classroom provide more flexible time for small group and individual intervention as needed.

### **Summer School Remediation Program**

A four-week Summer School Program targeted those students that were not functioning at grade level. An analysis of student achievement data was made to determine grade level competency in May and this data was used to develop an intensive summer school program designed to provide remediation for those students not at grade level in math.

### **Incorporation of Select New York State Common Core Standards**

The Learning Objectives Guide will be the primary curriculum document for the King Center Charter School for the 2011-12 school year and will provide a framework for teachers to follow for each week of instruction. The five NYS Math Standards Content Strands will be used to guide the content and the New York State Common Core Mathematical Practice and/or Content Standards will be

selected which require higher order thinking skills, such as “Construct viable arguments and critique the reasoning of others.” All teachers will be led in the exercise of deconstructing the 8 Math Practices from the Common Core to develop an understanding of what each math practice looks like at their grade level. Each teacher will implement 1-3 Common CORE standards per math unit (focusing mostly on the standards that are higher rigor in comparison to the current NYS Learning Standards).

The LOG will be completed in phases of 8-10 week chunks. This is so that the information in the LOG always reflects the most current student data. Teachers are responsible for identifying appropriate resources to be used in teaching the standards. Lesson plans directly reflect the information that is incorporated from the LOG. Primary resources for implementation include Scott Foresman and COACH New York State Test Prep Series. For each of the tested grades (3-5), an item analysis was completed for the 2011 Math exam. This document will provide information for each classroom teacher as to what items were covered, to what depth and how often. This also provides a connection between what is being taught in the classroom (LOG) and what the students will be expected to do on the state assessments in the spring. It should also provide clarity as to “how” certain items should be aligned in the delivery of instruction.

Erie One BOCES has been and will continue to provide professional development and technical support for our implementation of the New York State Common Core Learning Standards. In addition, the new full-time Director of Curriculum and Instruction and the Director of Data Analysis are participating in BOCES certification workshops on the New York State Teaching Standards and Teacher Evaluation Programs.

### Assessments

The King Center Charter School has analyzed the use of the Fox Adds Up standardized test for our K-2 students and have concluded that the demands of one-on-one administration has become a disruption to our instructional program because of the amount of time that has to be dedicated to the administration of this test. Beginning in the Fall, the school will introduce the AIMSweb assessment which be administered three times a year and includes a progress monitoring component for those students not at benchmark which demands a more focused approach to getting all children to benchmark at each grade level.

Our local choice for third through sixth grade will continue to be ACUITY but we are changing our focus from Predictive to Diagnostic with the expectation this will provide data to encourage ongoing remediation in those areas where it is needed.

The Scott Foresman Unit Benchmark Assessments will continue to used at all grade levels as a summative measure every five to seven weeks.

Grade Level	Assessments
K	AIMSweb, Unit Benchmark Assessments
1	AIMSweb, Unit Benchmark Assessments
2	AIMSweb, Unit Benchmark Assessments
3	Unit Benchmark Assessments, ACUITY
4	Unit Benchmark Assessments, NYS Assessment, ACUITY
5	Unit Benchmark Assessments, NYS Assessment, ACUITY
6	Unit Benchmark Assessments, NYS Assessment, ACUITY

**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 2010/11 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 4<sup>th</sup> grade in spring 2011. 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 students all performed at Level 3 or Level 4 on the 2010-11 State Science Exam.

**Charter School Performance on 2010-11 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 ¾	
4	All Students	0	0	30	70.0	100%	20
	Students in At Least 2 <sup>nd</sup> Year	0	0	33.3	66.6	<b>100%</b>	18

**Evaluation**

The King Center Charter School fourth grade students all scored at a Level 3 or Level 4 on the New York State Science Exam. Sixty-seven percent of students in at least their second year scored at a Level 4. The students more than achieved this measure of success.

**Additional Evidence**

The King Center Charter School fourth grade students performed at an excellent level in 2011. The comparison scores with the local schools is impossible as those scores are not available at this time.

**Summary**

The King Center Charter School fourth grade students performed at 100% proficiency on the NYS Science test. This absolute measure of performance is excellent.

**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, small group instruction, and targeted field trips aligned with New York State Standards.

All efforts will be made to maintain and improve the test scores.

The King Centre Charter has maintained impressive results in science performance in the last three years.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	62.6	na	94.4	na	100	na	100	18
All	62.6	na	94.4	na	100	na	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**

The Buffalo School District science test scores are not available for this comparison.

**Results**

**2010-11 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	18	NA	

**Evaluation**

The King Center Charter School fourth graders continue to perform at a Level 3 or 4 on the New York State Science Test.

**Summary**

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.	Comparison Scores not available

**Action Plan**

The model of two teachers per class will be reinstated for the 2011/12 school year. Two certified teachers in each classroom will provide more flexible time for providing small group and individual intervention as needed. This model will enhance the possibility of King Center Charter School students continuing to excel in their performance on the New York State Science Test.

**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**

New York State Education Department has not yet released information necessary to complete this measure.

**Evaluation**

King Center Charter School has met this measure for the past four years.

**Additional Evidence**

The King Center Charter School has always been a school in good standing. This year’s status has not yet been clarified by the New York State Education Department.

**NCLB Status by Year**

Year	Status
2005-06	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing
2010-11	NA