

**KINGS COLLEGIATE
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Christie Chow, Director of Operations (Grades 5-8) and Katie Ruddy, Director of Operations (Grade 10) prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John Greenstein	Treasurer, Finance Committee
Bob Howitt	Trustee, Executive Committee
Eileen Shy	Trustee, Accountability Committee
Linton Mann III	Chair, Executive, Accountability Joint High School Committees
Julie Kennedy	Trustee, Executive, Accountability Joint High School Committees
Stuart Linde	Trustee, Finance Committee
St. Claire Gerald	Trustee, Executive Committee
Ian Sacks	Trustee
Ekwutozia Nwabuzor	Trustee

Scott Schuster has served as the Principal of the middle school grades since 2010, and Maya Roth has served as the Principal of the high school grades since 2009.

INTRODUCTION

MISSION and GRADES SERVED

The mission of Kings Collegiate Charter School (KCCS) is to prepare each student for college. Kings Collegiate Charter School opened on August 22, 2007. The school opened with 5th grade and will grow to grades 5-12 over time. During the 2011-2012 school year, the school served 5th – 9th graders.

STUDENT POPULATION

With an initial enrollment as of BEDS Day 2012 of 289 students, Kings Collegiate Charter School had low attrition and ended the 2012-2013 school year with 285 students in grade 5-9.

Gender	49% Male	51% Female
Free & Reduced Lunch	75%	
Special Needs	10%	
Race	100% African-American	
English Language Learners	0%	

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10						90	63	53						
2010-11						81	77	62	49					
2011-12						79	71	65	58	34				
2012-13						84	65	71	65	45	38			

STRATEGY

Kings Collegiate Charter School's educational program rests on three pillars:

1. We believe that creativity flourishes within structured academic environments.
Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.
2. We have very high academic and behavioral expectations.
High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.
3. We know that without great teachers, nothing else matters.
Teachers must have the time and professional tools and resources to do their jobs effectively.

At Kings Collegiate, we do not believe that there is a panacea that makes a school work. Nor do we pretend that what we do is “rocket science” or necessarily innovative. KCCS teachers work hard and use common sense because elevating student achievement and transforming lives requires constant attention to hundreds of different elements – not one, magical 100% solution but rather one hundred, individual 1% solutions.

DESIGN

Kings Collegiate Charter School’s school design includes seven core components.

Focus on Literacy. Many of our students beginning in grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of KCCS students, therefore, is tied to mastering this fundamental skill. In 2012-2013, KCCS provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- Additional 30 minutes of Guided Reading in 5th and 6th grade to target specific reading levels in small groups;
- Requiring students to read reading level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry a silent reading book at all times to serve as the entrance ticket to school in the morning, make better use of transition time in the hallways, and ensure that there is never a lost moment during the day since “you never know when you’ll have a chance to read.”

Target Curriculum Focused on Basic Skills. KCCS does not use an off-the-shelf curriculum. Rather, KCCS develops curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

KCCS teachers pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State. At the same time, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. KCCS teachers create a comprehensive curriculum for their subject, saved on the school’s shared drive, with a year-long scope and sequence, a Curriculum Alignment Template that groups objectives into units of study with a learning activity and assessment identified for each objective, weekly syllabi, daily lesson plans, and assessment materials. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the New York State, Mathematics, and English Language Arts exams, KCCS administered three internally-aligned Interim Assessments and

one Final Exam in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. KCCS teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. KCCS also utilized the information to target content- and skills-driven tutoring and small-group instruction afterschool and on Saturdays. During the 2012-2013 school year, Kings Collegiate also administered the Integrated Algebra Regents Exam and Living Environment Regents Exam to 8th graders.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Kings Collegiate has a longer-than-usual school day and longer-than-usual school year. During the 2011-2012 school year, Kings Collegiate was open 186 instructional days for students (205 days for teachers). For most students, the regular school day began at 7:45 AM and ended at 4:30 PM. For those receiving tutoring and homework help, the day ended at 5:30 PM. Finally, as a result of their academic need, 39% of KCCS 5th grade students (n=31) and 21% of KCCS 6th grade students (n=15) also attended school from 9:00 AM to 12:00 PM on Saturdays an average of three times a month.

Students had hour-long periods four days a week and three hour-long classes on Wednesdays: a Math Assessment period, a Worldwide Wednesday lesson focused on nonfiction texts, and a literacy lesson co-planned by the Reading and Writing teacher on each grade. Fifth through eighth grade students at Kings Collegiate received weekly:

- 9 periods of Mathematics
- 9 periods of English Language Arts (Reading and Writing)
- 4-5 periods of Social Studies
- 4-5 periods of Science
- 1 period of Advisory/Character Education
- 3 periods of Enrichment

Kings Collegiate students extended their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Kings Collegiate students, freshman year of college will be a natural extension of their educational experience at KCCS. In the school's whole-school Friday Community Meetings, the goals for the day consistently revolved around the question, "How do we get to college?" To which KCCS students answered together, "Be nice! Work hard! Get smart!" During Staff Spotlights, teachers and administrative members focused on an element of their college experience during a short presentation.

Kings Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned the college application process and life as a college student. Students also won T-shirts from their namesake advisories. Our 5th grade students visited Columbia

University and Harvard, our 6th grade and 7th grade students visited New York University, and our 8th grade visited UC Berkeley and Stanford.

During the regular school day, from 3:30 to 4:30 PM 3 days per week, KCCS offers a variety of rotating electives, including:

- Art
- Yoga
- Newspaper
- Soccer
- Basketball
- Healthy Living
- Tap Dancing
- Percussion
- Baton Twirling Team
- Drama
- Afro-Caribbean Dance
- Dance Styles
- Martial Arts
- Kickboxing

From 4:30 to 5:30 PM, KCCS offers subject-specific tutoring and requires students struggling to regularly complete homework assignments on-time and at high quality to spend an additional hour in Homework Center working on that night's homework assignments.

KCCS' school culture is based on its five core THINK values of "Tenacity," "High Expectations," "Integrity," "No Excuses," and "Kindness." Kings students are expected to consistently demonstrate these characteristics wherever they find themselves and are rewarded with merits when they model these characteristics well or go above and beyond. Students earning merits receive the opportunity to represent the school on merit trips and trade their merits at Merit Auctions for tangible rewards. Every month, by participating in merit-earned trips either with a group of the top merit earners or one-on-one/two-on-one with staff members, merit winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service). During the 2011-2012 school year, Kings Collegiate students:

- Carved and took home pumpkins for Halloween;
- Went on a grade-level field trip to a ropes course at Alley Pond;
- Visited the Harlem Studio Museum, Nuyorican Poets' Café, the New York Museum of Natural History, the Metropolitan Museum of Art, and the Brooklyn Museum of Art;
- Went to the movies or dinner with a staff member and ate Ethiopian or Japanese food for the first time;
- Played basketball against staff members.

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2012-2013, KCCS created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Merit system that defined clear expectations and provided an immediate responses to positive behavior;
- Demerit and detention system that defined clear expectations and provided immediate responses to negative or inappropriate behavior;
- Rubric system that provided immediate feedback to classes at the end of each class each day; and
- Common Blackboard Configuration (BBC) consisting of a Do Now, Aim, Agenda, and Homework.

Insist on Family Involvement. KCCS' educational program is structured so that families must be involved in their child's academic pursuits. In 2012-2013, KCCS families:

- Picked up their child's report card in person at the school two times (we had to cancel an in-person conference day because of Hurricane Sandy); Met with teachers and staff on dozens of occasions to formally and informally discuss their child's academic and behavioral performance;
- Maintained an open line of communication with their child's teachers through in-person meetings, phone calls, and e-mails;
- Were called at home or at work each day if their child earned a detention;
- Attended Family Involvement Committee meetings throughout the year to better understand the curricular program and how to support their students' learning at home, learn about summer camp opportunities, talk about how to communicate with their pre-teen, and learn how to budget and save for college;
- Were asked to offer input on the school on annual surveys, grading the school on how it was doing;
- Were offered the opportunity to watch their children perform in their chosen Enrichment activity at a public performance during the course of the year;
- Were invited to grade-level pot-luck dinners to meet and socialize with KCCS staff members;
- Participated in a family advocacy day for charter schools.

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2009 state Accountability Cohort consists of students who entered the 9th grade in the 2009-10 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2012-13 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for their accountability rules and cohort definitions:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2009-10	2006-07	2006	N/A	N/A	N/A
2010-11	2007-08	2007	N/A	N/A	N/A
2011-12	2008-09	2008	N/A	N/A	N/A
2012-13	2009-10	2009	N/A	N/A	N/A

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2011-12, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled only one day in the school after entering the 9th grade are part of the school's Total Cohort for Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2009-10	2006-07	2006	N/A	N/A	N/A
2010-11	2007-08	2007	N/A	N/A	N/A
2011-12	2008-09	2008	N/A	N/A	N/A
2012-13	2009-10	2009	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2010-11	2006-07	2006	N/A	N/A	N/A

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

2011-12	2007-08	2007	N/A	N/A	N/A
2012-13	2008-09	2008	N/A	N/A	N/A

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ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Reading instruction at Kings Collegiate is based around shared, whole-class novels. The curriculum develops reading comprehension skills and strategies and vocabulary. Whole-class novels are selected for each grade that are appropriately leveled for the majority of students in that grade. The whole-class novels should be accessible for students with the appropriate scaffolding. Additionally, during the 2012-2013 school year, KCCS continued with an additional 30 minutes to allow for a Guided Reading program for 5th and 6th grade outside of Reading class which allowed for targeted instruction in small groups of no more than 8 students. This increased every 5th and 6th graders Reading instruction to 1.5 hours each day.

In Writing classes at Kings Collegiate, students learn the essential skills of grammar and writing. Writing class explicitly supports the work that students are doing in Reading class, as students learn to write strong responses to literature in short answer and essay formats and use weekly vocabulary words from Reading class in their daily writing assignments.

Kings Collegiate Charter School uses data from the following assessments to ensure student proficiency in English Language Arts:

- Criterion-referenced New York State exams in English Language Arts;
- Leveled Reading Assessments
- Internally developed Interim Assessments in English Language Arts;
- Internally developed Final Examination in English Language Arts.

Kings Collegiate Charter School administered three internally developed and aligned Interim Assessments and a Final Exam in English Language Arts (Reading and Writing) during the 2012-2013 school year. These assessments were created to reflect the school's scope and sequence in Reading and Writing, and to mirror the style and scope of the New York State English Language Arts exams. Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and a listening comprehension section with multiple choice and open response questions or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar, capitalization, and punctuation skills.

After the tests were administered, KCCS teachers graded each exam and KCCS administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, KCCS teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. KCCS also utilized the information to target content- and skills-driven tutoring and reteaching after school and on Saturdays.

Prior to the 2012-2013 school year, we made the following key changes:

- Increasing student achievement in ELA became a school-wide Strategic Plan initiative for the second year in a row
- Hired our lead Reading teaching to adapt curriculum and individually coach our reading teachers.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.³

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 8th grade in April 2013. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

**2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
5	84				84
6	66				66
7	71				71
8	65				65

³ Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state’s published results for scoring at proficiency.

⁴ 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.

All	286				286
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Results

On the 2012-13 NYS ELA exam, 30% of students in their second year at Kings Collegiate scored proficient. When looking at all students, including those that have been at Kings Collegiate for less than 2 years, 26% of students scored proficient. Overall, the percent of students scoring proficient on the NYS ELA exam increased with the number of years that students have been enrolled at Kings Collegiate, with 38% of 8th graders scoring proficient.

Performance on 2012-13 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
5	12%	84	0%	15
6	20%	66	22%	59
7	37%	71	38%	68
8	38%	65	37%	63
All	26%	286	30%	205

Evaluation

In the first year of the administration of the NYS Common Core exam in English Language Arts, the school did not meet this measure. It is still the school's goal to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts classes going forward to better prepare our students to meet this bar.

Additional Evidence

Though we have seen scores drop with the advent of the Common Core English Language Arts exam this year, we feel energized by the rigor that the new exams present for our students as we work to prepare them for college. Over the past two years, with the exception of the 2011-12 8th grade cohort, we have seen that students who are enrolled longer at Kings Collegiate are more likely to score proficient on the NYS ELA exams. We look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams, but we feel positive about the momentum we have seen over the past few years in terms of student growth in English language arts.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	27%	3	50%	10	0%	15
6	82%	61	77%	70	22%	59
7	88%	52	95%	61	38%	68
8	76%	37	75%	56	37%	63
All	79%	153	81%	197	30%	205

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year’s English language arts AMO. The PLI 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 PLI is 200.⁵

Results

Kings Collegiate scored a PI of 102 for the 2012-13 school year. Because the State Education Department has not yet recalibrated the AMO to align with the new testing program, we cannot evaluate this score.

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4

⁵ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

	22	52	20	5
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$$\begin{array}{rclclclclcl}
 \text{PI} & = & 52 & + & 20 & + & 5 & = & 77 \\
 & & & & 20 & + & 5 & = & 25 \\
 & & & & & & \text{PLI} & = & 102
 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program

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Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency 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

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

Results

Kings Collegiate outperformed Community School District (CSD) 18 on the first administration of the Common Core English Language Arts exam by 11 percentage points. The school outperformed the district in all grades except for 5th grade, where 0% of the 15 returning 5th graders scored proficient compared to the 23% of the 1576 students in CSD 18. In both 7th and 8th grades, Kings Collegiate’s performance exceeded CSD 18 performance by 19 and 18 percentage points respectively. This demonstrates that the longer students are enrolled at Kings Collegiate, the more prepared they are for rigorous curriculum and to succeed in college.

**2012-13 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency	
	Charter School Students In At Least 2 nd Year	All District Students

⁶ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

	Percent	Number Tested	Percent	Number Tested
5	0%	15	23%	1576
6	22%	59	16%	1393
7	38%	68	19%	1444
8	37%	63	19%	1480
All	30%	205	19%	5893

Evaluation

Kings Collegiate met this measure in all grades except for grade 5, where its students underperformed the district by 23 percentage points. Overall, the school outperformed the same grades in Community School District 18 by 11 percentage points, and by 19 and 18 percentage points in the 7th and 8th grade respectively.

Additional Evidence

Despite changes to the NYS ELA testing program, Kings Collegiate students continue to outperform their district counterparts in English Language Arts across almost all grades. While the gap in performance between Kings' students and students in the district has decreased with the new Common Core standards, we know that there is still a good deal of work to do to prepare our students for the level of performance that we expect of them.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	0%	45%	30%	50%	0%	23%
6	53%	39%	57%	41%	22%	16%
7	53%	31%	67%	41%	38%	19%
8	67%	29%	52%	31%	37%	19%
All	53%	36%	57%	41%	30%	19%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁷

⁷ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

The table below shows that the school's overall comparative performance is higher than expected. Students at Kings within grades 6, 7 and 8 performed better than predicted based on their free lunch status on the 2011-12 ELA exam, with a significant effect size, while students in grade 5 performed slightly worse than predicted. Overall, the table below shows that in general, students enrolled at Kings Collegiate perform higher than expected on the NYS ELA exam the longer they are enrolled at the school.

2011-12 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						
4						
5		80	32.5	49.3	-16.8	-1.12
6		71	57.7	44.2	13.5	0.89
7		65	66.2	40.3	25.9	1.56
8		58	51.7	38.3	13.4	0.85
All	62.8%	274	51.1	43.5	7.6	0.45

School's Overall Comparative Performance:
Higher than expected to a small degree

Evaluation

Kings Collegiate met this measure with a significant effect size as a school overall, and most specifically in grades 6, 7, and 8. The school did not meet the measure in grade 5, the grade where students first enroll at the school and have attended for less than one year before taking the NYS ELA exam.

Additional Evidence

Over the past three years, Kings Collegiate has exceeded its predicted performance on the NYS ELA exams. This demonstrates that the school is moving in a positive direction with ELA instruction. It also shows that as students spend more time at the school, their performance improves and moves further away from predicted performance based on income.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5-7	58.7	203	51.2	42.7	0.54
2010-11	5-8	61	264	50.8	41.9	0.53
2011-12	5-8	63	274	51.1	43.5	0.45

Goal 1: Growth Measure⁸

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.⁹

Results

Leave Blank

Summary of the English Language Arts Goal

Kings Collegiate achieved two of the three relevant English Language Arts goals based on results of the 2011-12 and 2012-13 state exams. We are proud that our students continue to outperform the district in almost all grades in ELA and that our students are exceeding predicted performance based on free lunch status. However we know that we still have a long way to go in terms of absolute performance and that the new rigorous common core standards will provide us with an opportunity to work harder to improve student performance in ELA.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's 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 proficiency on the state English language arts exam will be greater than that of 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 English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

The school is energized by the challenge that the more rigorous Common Core standards present.

⁹ See the Guidelines.

Beginning last year, Uncommon Brooklyn Middle School ELA Department Coordinators worked with principals, the Associate Managing Director, and the Director of Staff Development to begin modifying the Uncommon Brooklyn Middle School scope and sequence documents for ELA and Math (and the accompanying Interim Assessments), incorporating many of the Common Core Learning Standards. In 2012-2013, the Department Coordinators completed the modifications to the Uncommon Brooklyn Middle School ELA and Math scope and sequence documents and Interim Assessments, ensuring that each Common Core Learning Standard is taught and assessed and now have outsourced the creation of the Interim Assessments to an external company that will ensure the tests have no teacher bias, are appropriately rigorous, and well aligned to the Common Core. Having these assessments at the start of the 2013-14 school year gives us confidence that our teachers will be able to backwards plan effectively for ELA instruction this year.

In addition, a more rigorous set of grade level common texts was chosen across grades at the end of last year, and Kings Collegiate reading teachers (as well as all other Uncommon middle school teachers) will now be teaching these more rigorous texts. For example, several texts were moved down a grade level or two to account for the more rigorous text expectations and texts formerly taught in 8th grade will be taught in 6th. The school has also made adjustments to its guided reading program to maximize that time which is crucial for teachers to be able to work with students at their instructional level. The scheduling of these blocks has been adjusted so that special education teachers are able to work with the school's lowest readers multiple times a day and support more readers across grades. The school is also adding one Guided Reading section in 7th and 8th grade to help support our lowest readers. In addition, the school's Dean of Curriculum and Instruction will be spending more time instructing students through guided reading in order to serve as a model for other teachers to observe.

Finally, professional development and instructional leadership decisions have been made to increase the effectiveness of the ELA program. This year there will be continued PD for all teachers, regardless of the subject they teach, on Evidence Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion. Nonfiction study will be incorporated into history and science classes on a more regular basis, and Instructional Leaders will be planning to co-teach with our most rookie teachers to ensure they have the most effective instruction possible while they learn to become great teachers.

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 75 to meet the college and career readiness standard.¹⁰ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

English Regents Passing Rate with a Score of 65 (75) by Fourth Year Accountability Cohort¹¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (75)
2007	N/A	N/A
2008	N/A	N/A
2009	N/A	N/A

Evaluation

N/A

Additional Evidence

Although our oldest cohorts of Kings Collegiate students only entered 9th grade in 2011-2012 and 2012-2013, they are already meeting this goal as 97% and 87%, respectively of the 2011 and 2012 Accountability Cohorts have already passed the English Regents exam.

English Regents Passing Rate with a score of 65 (75) by Cohort and Year

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	N/A	N/A	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A	N/A	N/A
2011			34	97%	10	90%
2012					44	87%

¹⁰ The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹¹ Based on the highest score for each student on the English Regents exam

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma (the college and career readiness standard).

Results

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

English Regents Passing Rate with a Score of 65 (75) among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (75)
2007	N/A	N/A
2008	N/A	N/A
2009	N/A	N/A

Evaluation

N/A

Additional Evidence

While this metric does not apply to King Collegiate, 100% of the Cohort 2011 passed the ELA 8th grade exam.

¹² Based on the highest score for each student on the English Regents exam

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2012-13 English language arts AMO of **163**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

Results

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

**English Language Arts Accountability Performance Level (APL)
For the 2009 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	N/A	N/A	N/A	N/A

$$\begin{array}{rcccccccc}
 \text{PI} & = & \text{N/A} & + & \text{N/A} & + & \text{N/A} & = & \text{N/A} \\
 & & & & \text{N/A} & + & \text{N/A} & = & \text{N/A} \\
 & & & & & & \text{APL} & = & \text{N/A}
 \end{array}$$

Evaluation

N/A

Additional Evidence

N/A

Goal 1: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a

Regents mathematics exam or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Results

Leave Blank

Goal 1: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹³

Results

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

¹³ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

**English Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District ¹⁴	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007				
2008				
2009			N/A	N/A

OR

Evaluation

N/A

Additional Evidence

N/A

Goal 1: Growth Measure

(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

¹⁴ District results for the 2009 cohort are not yet available.

Results

Leave Blank

Summary of the High School English Language Arts Goal ¹⁵

This goal does not yet apply to Kings Collegiate since it had its first class of 9th graders in 2011-12. However, in its first administration of the Comprehensive English Regents Exam for each Cohort 2011 and 2012, 97% and 87% of students, respectively, passed with a score of 65 or higher. This indicates solid progress towards the goal of 75% of students passing this exam by completion of their fourth year in the cohort.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	N/A
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	N/A
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	N/A
	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using	

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	2011-12 school district results.)	
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

Action Plan

Kings Collegiate, having just completed its second year serving high school grades, will continue to refine its English curriculum and determine ways to offer additional supports from staff and peers to students who struggle to reach this benchmark.

MATHEMATICS

Goal 1: Mathematics

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

Background

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take two hours of math per day. In doing this, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

Kings Collegiate Charter School uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

Kings Collegiate Charter School administered three internally developed and aligned Interim Assessments and a Final Exam in Math during the 2012-2013 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, KCCS teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, KCCS teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. KCCS also utilized the information to target content- and skills-driven tutoring after school and on Saturdays.

In 8th grade Math, the Regents examinations in Integrated Algebra were administered for the third time. In preparation for this, students were taught the full Integrated Algebra curriculum that addressed all New York State standards. Preparing our students to take this high-school level examination early, while still in middle school, speaks both to the rigor of our math curriculum and the abilities of our students.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.¹⁶

Method

The school administered the New York State Testing Program mathematics assessment to students in 5th through 8th grade in April 2013. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

**2012-13 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹⁷			Total Enrolled
		IEP	ELL	Absent	
5	84				84
6	66				66
7	71				71
8	65				65
All	286				286

Results

During the 2012-13 school year, 57% of students earned scores of 3 or 4 on the NYS math exam. 41% of students enrolled in at least their 2nd year at Kings scored 3 or 4 on the NYS math exam. The overall result of students in at least their 2nd year at Kings is slightly higher in all grades except in 5th grade. Students who have been enrolled longer at Kings Collegiate demonstrated stronger performance on the exam.

¹⁶ Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year’s using the state’s published results for scoring at proficiency.

¹⁷ 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.

**Performance on 2012-13 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
5	21%	84	0%	15
6	53%	66	54%	59
7	42%	71	43%	68
8	35%	65	37%	63
All	57%	286	41%	205

Evaluation

Kings Collegiate did not meet this measure in its first year of administering the NYS Common Core assessment in math. The school fell short of the goal by 34 percentage points. Students who have been enrolled at the school longer performed better.

Additional Evidence

Kings Collegiate has historically performed well on the NYS Mathematics assessments, exceeding the goal of 75% of students reaching proficiency each year prior to 2012-13. While the school did not meet or exceed this goal this year, we are confident that our strong track record in mathematics as well as the deep level of Common Core alignment that our instructional leaders have conducted will help the school demonstrate strong performance going forward.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	82%	9	100%	10	0%	15
6	95%	70	100%	70	54%	59
7	100%	59	100%	61	43%	68
8	100%	49	100%	56	37%	63
All	97%	187	100%	197	41%	205

*the data in the table above shows proficiency for students in at least their second year at the school across all years

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year’s mathematics AMO. The PLI 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 PLI is 200.¹⁸

Results

Kings Collegiate scored a Mathematics PLI of 120 during the 2012-13 school year. Because the State Education Department has not yet recalibrated the Annual Measurable Objective to align with the Common Core mathematics exam, we cannot evaluate this PLI in comparison to a statewide bar.

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	17	46	29	8

$$\begin{array}{rcccccccc}
 \text{PI} & = & 46 & + & 29 & + & 8 & = & 83 \\
 & & & & 29 & + & 8 & = & \underline{37} \\
 & & & & & & \text{PLI} & = & 120
 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program

Leave Blank

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

¹⁸ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Method

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁹

Results

Kings Collegiate's percentage of students scoring proficient or advanced proficient on the NYS Common Core mathematics exam exceeded the percentage of students in Community School District 18 scoring proficient or advanced proficient on the exam in the same grades by 24 percentage points overall.

**2012-13 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	15	19%	1543
6	54%	59	19%	1399
7	43%	68	15%	1465
8	37%	63	16%	1486
All	41%	205	17%	5893

Evaluation

Once again, Kings Collegiate met its comparative measure with its percentage of student scoring proficient exceeding the percentage of students in CSD 18 scoring proficient or advanced proficient across grades 5-8. With the exception of 5th grade, the percentage of students in their second year at Kings Collegiate scoring proficient in each grade was at least double the percentage in the district in all grades. While Kings Collegiate is still not satisfied with its performance and hopes to get all students to proficiency as quickly as possible, the school is glad that it is able to offer students a viable alternative to math instruction in the district which is putting far fewer students on a path to mathematics proficiency.

Additional Evidence

Despite changes to the NYS Math exam, Kings Collegiate students continue to outperform the district average for math across all grades and have done so for the past three years. The school hopes to bring more students to proficiency using the new Common Core standards during the

¹⁹ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

2013-14 school year in order to provide a viable program that is truly preparing students for college level mathematics.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	27%	55%	60%	44%	0%	19%
6	76%	47%	89%	40%	54%	19%
7	88%	48%	93%	41%	43%	15%
8	100%	44%	96%	36%	37%	16%
All	83%	49%	91%	40%	41%	17%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.²⁰

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

The chart below displays how Kings Collegiate students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-

²⁰ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

lunch-eligible students. As evidenced in the chart, Kings Collegiate students performed much better than predicted in all grades, and had significant positive effect sizes overall and in each grade.

2011-12 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							
4							
5		80	61.3	60.2	1.1	0.06	
6		71	88.8	55.3	33.5	1.62	
7		65	93.8	53.7	40.1	1.91	
8		58	96.6	50.6	46.0	2.12	
All		62.8%	274	83.6	55.4	28.3	1.34

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

Evaluation

Once again, Kings Collegiate met and exceeded this measure with a significant positive effect size.

Additional Evidence

Kings Collegiate continues to exceed predicted performance in mathematics across all grades. Similar to its results in ELA, Kings Collegiate students who have spent more time at the school, fare better each year in exceeding predicted performance.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5-7	58.7	203	83.3	54.4	1.53
2010-11	5-8	61	265	80.0	54.8	1.24
2011-12	5-8	62.8	274	83.6	55.4	1.34

In addition, the school administered the NYS Integrated Algebra Regents in Grade 8. The results of the Integrated Algebra Regents exam are below. We feel that the Regents results for the 2012 9th grade cohort are representative of the strong mathematics instruction students are receiving to help prepare them for college.

Mathematics Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009						
2010						
2011			16	88%		
2012 (8 th grade)					38	98%

Goal 1: Growth Measure²¹

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools’ mean growth percentiles for the 2012-13 school year.

Results

Leave Blank

²¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Summary of the Mathematics Goal

While Kings Collegiate students have consistently demonstrated strong performance in math over the past 3 years, the Common Core standards presented a new level of rigor that fewer students were able to meet this year. Despite this more rigorous exam, the school met two of its three accountability plan goals. Student performance in math at Kings Collegiate continues to exceed the performance of students in the local district and the performance of similar students across the state based on free lunch eligibility. The school did not meet its absolute goal this year, however, of at least 75% of students scoring proficient or advanced proficient on the Common Core math exam; 41% of students in at least their second year at Kings score proficient or advanced.

Additionally, we are happy to report that our 8th graders took the Integrated Algebra Regents exam for the third year in a row and 85% passed (n=55), achieving a 65 or above on the exam. Our students' great performance on this high school level exam demonstrates the rigor of our Math program and the strong skills and achievement level of our students

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's 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 proficiency on the state mathematics exam will be greater than that of 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 mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

The absolute performance across all grades in mathematics on the 2012-13 Common Core mathematics exam has demonstrated that we need to put more careful thought into what we are doing to increase the rigor of the school's math program. In order to address this, the Principal of the school, a former math teacher with consistently successful results of 100% of his students receiving 3s and 4s in 2008 and 2009, will be coaching and giving feedback to math teachers as well as ensuring that all math lessons and curricula are Common Core aligned. In addition to adding a staff resource to monitor math instruction, the school, along with other Uncommon Schools across

Brooklyn, will be outsourcing its Interim Assessments. We have worked extremely closely with the company that will be producing the assessment questions and are confident that this choice will add a needed level of rigor to our program. Finally, the school will be working with other Uncommon Schools to streamline instructional materials across schools and make sure that teachers are not reinventing the wheel, but instead are using the best instructional materials available for each objective they teach so that their time can be spent on the highest leverage instructional activities like assessing students, tutoring, and differentiating instruction.

MATHEMATICS

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry and Integrated Algebra exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 80 to meet the college and career readiness standard.²² This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

Mathematics Regents Passing Rate with a Score of 65 (80) by Fourth Year Accountability Cohort²³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (80)
2007	N/A	N/A
2008	N/A	N/A

²² The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

²³ Based on the highest score for each student on the Mathematics Regents exam

2009	N/A	N/A
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Evaluation

N/A

Additional Evidence

Even though this goal does not yet apply to Kings Collegiate, our students are showing strong progress towards this goal. Of the 2011 Cohort, 98% of students passed the Integrated Algebra Regents as 8th graders in 2010 and 97% passed the Geometry Regents as 9th graders in 2011. Of the 2012 Cohort, 47 of students passed the Integrated Algebra Regents as 8th graders in 2012 and 86% passed the Geometry Regents as 9th graders in 2013. We hope to continue to build on these strong results as students encounter more Regents exams in their high school career. To continue to push the rigor, Kings Collegiate students take the Algebra 2 Regents Exam. Over half of the Kings Collegiate students passed this exam on their first try and the school continue to refine curriculum and feedback to students to ensure this percentage rises.

Mathematics Regents Passing Rate with a score of 65 (80) by Cohort and Year

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	N/A	N/A	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A	N/A	N/A
2011			34	97%	34	56%
2012					44	86%

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma (the college and career readiness standard).

Results

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

Mathematics Regents Passing Rate with a Score of 65 (80) among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (80)
2007	N/A	N/A
2008	N/A	N/A
2009	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2012-13 mathematics AMO of **142**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

Results

²⁴ Based on the highest score for each student on the Mathematics Regents exam

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

**Mathematics Accountability Performance Level (APL)
For the 2009 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$PI = ? + ? + ? = ?$$

$$APL = ? = ?$$

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Results

Leave Blank

Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

(S) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.²⁵

Results

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

**Mathematics Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District ²⁶	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007				
2008				
2009			N/A	N/A

OR

**Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District²⁷**

Cohort	Charter School		School District ²⁸	
	APL	Cohort	APL	Cohort

²⁵ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

²⁶ District results for the 2009 cohort are not yet available.

²⁷ See page 38 above for an explanation of the APL.

²⁸ District results for the 2009 cohort are not yet available.

		Size		Size
2007	N/A	N/A	N/A	N/A
2008				
2009			N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Growth Measure

(S) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Summary of the High School Mathematics Goal ²⁹

Even though this goal does not yet apply to Kings Collegiate, our students are showing strong progress towards this goal. Of the 2011 Cohort, 98% of students passed the Integrated Algebra Regents as 8th graders in 2010 and 97% passing the Geometry Regents as 9th graders in 2011. Of the 2012 Cohort, 47% of students passed the Integrated Algebra Regents as 8th graders in 2012 and 86% passing the Geometry Regents as 9th graders in 2013. We hope to continue to build on these strong results as students encounter more Regents exams in their high school career.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	N/A
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	N/A
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	N/A
	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

Action Plan

²⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

- Students will continue to receive 50-100 minutes of math instruction each day.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction.
- The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Kings Collegiate Charter School will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.
- Kings Collegiate Charter School will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.

SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

Background

The Science curriculum at Kings has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth and sixth grade science curriculum is designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that align with our science content. Science instruction consistently reinforced both math and reading comprehension skills, and our science teachers frequently worked closely with both our math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills. In eighth grade Science, the Regents examinations in The Living Environment were administered for the third year in a row. In preparation for this, students participated in a rigorous course of study and set of laboratory activities, again using literacy skills to complete lab reports throughout the

year and conduct research. Students took the Living Environment Regents exam in lieu of the 8th grade State Science exam, following guidance from NYSED which allowed students to forego the 8th grade science exam if they took the Regents instead.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

In lieu of administering the New York State Testing Program science assessment in 8th grade science, the school administered the Regents examination in the Living Environment. The state has set the passing score for Regents exams at 65.

Results

In the school’s third year of administration of the NYS Regents exam in The Living Environment, 95% of students tested scored a 65 or higher on the exam, which was equivalent to passing the exam.

Science Regents Passing Rate by Cohort and Year

Cohort Designation	2012-13	
	Number in Cohort	Percent Passing
2012	64	95%

Evaluation

This measure was met and exceeded, with 95% of students achieving “proficiency” as measured by a passing grade of 65 or higher on the Regents exam (equivalent to “Level 3 or higher” on the State Science exam).

Additional Evidence

The table below shows performance of Kings Collegiate 8th graders on the Living Environment Regents exam for the past three years. For the past three years, the majority of students passed the Regents exam with a score of 65 or higher. The percentage of students passing the exam increased by over 10 percentage points from 2012 to 2013.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number	Percent	Number	Percent	Number

		Tested		Tested		Tested
8	96%	49	84%	56	95%	64
All	96%	49	84%	56	95%	64

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency 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 school compares tested students enrolled in at least their second year 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 in at least their second year and the results for the respective grades in the local school district.

Results

At the time of this report, comparative NYS Science exam and NYS Regents exam data had not yet been released. Kings Collegiate will update this report when the data becomes available.

**2012-13 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	95%	64	N/A	N/A

Evaluation

N/A

Additional Evidence

Over the past two years, Kings Collegiate 8th graders have consistently out-performed the district when comparing their Living Environment Regents scores to the districts’ Science State Exam Scores. We expect the trend to remain the same when the 2012-2013 data is released for the district.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	94%	47%	84%	65%	95%	Data not released
All	94%	47%	84%	65%	95%	Data not released

Summary of the Science Goal

Kings Collegiate exceeded its one measureable science goal for the 2012-13 school year and feels confident that it will exceed the comparative goal once data is released on Community School District 18's Living Environment Regents performance.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency 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

Kings Collegiate looks forward to continuing to build on the success of its first three years of successful Regents exam administration in the following ways:

- Implementing a revised 8th grade Living Environment curriculum that builds on lessons from the past two years
- Align classroom lessons and materials to revised Scope & Sequence for science grades 5-8 that builds up to Regents preparation in 8th grade and also adds elements of Common Core standards so that this course is aligned to the new Common Core Regents expectations
- Revise assessments and scope and sequence for 5th-8th grade science to align all grades with Common Core science standards
- The 8th grade science teacher will have taught the rising 8th grade students for in 6th grade and will be able to teach the course knowing her students' strengths and areas for growth.

SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, and Chemistry. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³⁰**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	N/A	N/A
2008	N/A	N/A
2009	N/A	N/A

Evaluation

N/A

Additional Evidence

Even though this goal does not yet apply to Kings Collegiate, our students are showing strong progress towards this goal. Of the Cohort 2011, 100% of students passed the Living Environment Regents as 8th graders in 2010. We hope to continue to build on these strong results as students encounter more Regents exams in their high school career. In order to continue to push the rigor, all of Kings Collegiate students take the Chemistry Regents during their sophomore year. Forty-two percent of Cohort 2011 passed the Chemistry Regents exam.

³⁰ Based on the highest score for each student on a science Regents exam

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	N/A	N/A	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A	N/A	N/A
2011	49	100%	N/A	N/A	33	42%
2012					47	85%

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

**Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	N/A	N/A	N/A	N/A
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

SOCIAL STUDIES

Goal 4: Social Studies

Students will demonstrate an understanding of key geographical, economic, and governmental concepts, as well as major historical ideas and developments in the United States, New York and the world.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	N/A	N/A
2008	N/A	N/A
2009	N/A	N/A

Evaluation

N/A

³¹ Based on the highest score for each student on a science Regents exam

Additional Evidence

N/A

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	N/A	N/A	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A	N/A	N/A
2011			N/A	N/A	N/A	N/A
2012					N/A	N/A

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Results

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	N/A	N/A	N/A	N/A
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	N/A	N/A
2008	N/A	N/A
2009	N/A	N/A

Evaluation

N/A

Additional Evidence

Even though this goal does not yet apply to Kings Collegiate, our students are showing strong progress towards this goal. Of the 2011 Cohort, 94% of students passed the Global History Regents in 2013. We hope to continue to build on these strong results as students encounter more Regents exams in their high school career.

³² Based on the highest score for each student on a science Regents exam

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	N/A	N/A	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A	N/A	N/A
2011			N/A	N/A	33	94%
2012					N/A	N/A

Goal 4: Comparative Measure
 Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

**Global History Passing Rate
 of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2007	N/A	N/A	N/A	N/A
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

NCLB

Goal 5: NCLB
The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure
Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

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 state proficiency standards. 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 No Child Left Behind (NCLB) accountability system.

Results

For the 2012-13 school year, Kings Collegiate Charter School was found to be in Good Standing.

Evaluation

N/A

Additional Evidence

N/A

NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION
Students will graduate from high school.

Goal 6: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

(S) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Promotion Policies

Scholars who receive a final failing grade (below a 70) for a class do not receive credit for the class. The final grade is based on individual quarter grades and a comprehensive subject-area test.

In subjects that earn 2.0 credits per year (English, Math, Science and History), a scholar who fails will be required to take an additional class to recover the lost credits. There are two ways this occurs, depending on how many classes a scholar is failing that academic year:

1. **One class:** The scholar can recover credit by taking an intensive summer school class or at the department chair's discretion can repeat the course the following year in this subject at his/her expense and/or at the school if offered. In order to recover credit, the class must be approved by the school.
2. **Two or more classes:** A scholar is required to repeat the grade.

In subjects that require less than four years of credits (Foreign Language, Physical Education, Health and Electives), a scholar must make up the class in a subsequent school year after the school day, during the summer or another time the school deems appropriate (at his/her expense).

Seniors who fail a class but need the credit to graduate must take an intensive summer school class and cannot partake in commencement activities.

Given that Kings Collegiate has provided four tiers of scholar support throughout the school year – Weekly Progress Reports, Office Hours, Weekly Check-in Meetings with the Advisor, and Saturday School – summer coursework for all subjects is the responsibility of the family, both financially and logistically. Subject-area teachers will supply the directions and expectations for summer research projects.

Scholars who need summer remediation and do not fulfill all requirements will automatically be retained.

Graduation Credit Requirements:

- a) English: 4 years (8 credits)
- b) Math: 3-4 years (6-8 credits)
- c) Science: 4 years (8 credits)
- d) History: 4 years (8 credits)
- e) Foreign Language: 3 years (6 credits)
- f) Electives: 3 years (6 credits)
- g) Physical Education: 2 years (4 credits)

Results

Last year, 94% of Accountability Cohort 2011 and 84% of Accountability Cohort 2012 passed their academic classes and were promoted to the next grade.

Percent of Students Promoted by Cohort in 2012-13

Cohort Designation	Number in Cohort	Percent promoted
2009	N/A	N/A
2010	N/A	N/A
2011	33	94%
2012	44	84%

Evaluation

The school met this measure, promoting 94% of students within our 2011 cohort and 84% in our 2012 cohort well above the threshold of 75% of students within the cohort promoted

Additional Evidence

N/A

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75

percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2013, the 2011 cohort will have completed its second year.

Results

All but one student in the Kings Collegiate Cohort of 2011 has passed at least three Regents Exams by the end of their second year in high school.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2009	N/A	N/A
2010	N/A	N/A
2011	33	97%

Evaluation

Kings Collegiate met this measure with 97% of students within our 2011 cohort passing at least three Regents exams by the end of their second year of high school, well above the threshold of 75% of students within the cohort promoted

Additional Evidence

N/A

Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2009 cohort and graduated four years later and those who entered as members of the 2008 cohort and graduate five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer to complete their graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion.

Results

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2007	N/A	N/A
2008	N/A	N/A
2009	N/A	N/A

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2006	N/A	N/A
2007	N/A	N/A
2008	N/A	N/A

Evaluation

N/A

Additional Evidence

While this measure does not apply to Kings Collegiate, Williamsburg Collegiate, one of the other schools in our joint high school, has received the same structure and academic programming and graduated 100% of their Cohort 2009 last spring.

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district³³. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District

Cohort Designation	Charter School		School District ³⁴	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2007	N/A	N/A	N/A	N/A
2008	N/A	N/A	N/A	N/A

³³ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³⁴ District results for the 2009 cohort are not yet available.

2009	N/A	N/A	N/A	N/A
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Evaluation

N/A

Additional Evidence

While this measure does not apply to Kings Collegiate, Williamsburg Collegiate, one of the other schools in our joint high school, has received the same structure and academic programming and graduated 100% of their Cohort 2009 last spring.

Summary of the High School Graduation Goal

While all but one of the measures do not apply, Kings Collegiate did achieve the measure that did with 97% meeting the measure, well over the 75% goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Not Applicable

Action Plan

- Kings Collegiate will continue to use an academic model that is largely similar to that of grades 5-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will focus around:
 - A College Preparatory Mission

- High Standards for Academics and Character
- A Highly Structured Learning Environment
- A Longer School Day and A Longer School Year
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards and the newly adopted Common Core Learning Standards with a special emphasis on preparing students for admission into and success in college. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Interim Assessments will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- Kings Collegiate Charter School will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. During the 2011-12 and 2012-13 school years, Kings Collegiate Charter School will modify Interim Assessments/Quarterly Exams, ensuring that they measure student progress with respect to the Common Core Learning Standards.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Kings Collegiate will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.

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COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

Students will be prepared to enter, succeed in, and graduate from college.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 20 to 80 on each subsection with 240 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

The first cohort of Kings Collegiate 10th graders outperformed the New York State average on the mathematics.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2010-11	N/A	N/A	N/A	N/A	N/A	N/A
2011-12	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	33	31	40.2	43.1	48.7	43.6

Evaluation

Kings Collegiate students took the PSAT exam at the beginning of their sophomore year. On average the Accountability Cohort scored a 122 out of 240 – 40.2 on the Critical Reading, 48.7 on the Mathematics, and 38.1 on the Writing Skills. The Kings Collegiate Accountability Cohort of 2011 outscored the sophomore average nation-wide in mathematics (43.6).

Additional Evidence

N/A

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

Results

This measure does not yet apply, as 2011 is our oldest cohort of Kings Collegiate students (they entered 9th grade in 2011-12).

12th Grade SAT/ACT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2010-11	N/A	N/A	N/A	N/A	N/A	N/A
2011-12	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	N/A	N/A	N/A	N/A	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007		
2008		
2009		