

Accountability Plan Progress Reports for the 2009-10 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the SUNY Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports and, at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**KINGS COLLEGIATE
CHARTER SCHOOL**

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Christie Chow prepared this 2009-10 Accountability Progress Report on behalf of the school's Board of Trustees:

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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 2009-2010 school year, the school served 5th -7th graders.

STUDENT POPULATION

With an initial enrollment as of BEDS Day 2009 of 206 students, Kings Collegiate Charter School had extremely low attrition and ended the 2009-2010 school year with 203 students in grade 5-7.

Gender	46% Boys	54% Girls
Free & Reduced Lunch	77%	
Special Needs	11%	
Race	100% African-American	
English Language Learners	1%	

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06														
2006-07														
2007-08						81								81
2008-09						82	55							137
2009-2010						90	63	53						206

*enrollment as of BEDS Day

Our incoming 5th grade students in 2009-2010 enrolled at Kings Collegiate Charter School from 34 different New York City schools. Based on results from the TerraNova exam, over half of our incoming group of students began the year performing below the national average in Reading and almost two-thirds were performing below the national average in Language Arts and Math.

Measurement Tool Fall 2009	Incoming Student Performance 5 th Grade (n = 88)
TerraNova Reading <i>% at or above 50th percentile</i>	44.3%
TerraNova Language Arts <i>% at or above 50th percentile</i>	34.1%
TerraNova Math <i>% at or above 50th percentile</i>	34.1%

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 2009-2010, KCCS provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- 20 minutes of read aloud or independent reading (DEAR) immediately following lunch four days a week;
- 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 TerraNova Assessments and New York State Social Studies, 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. In 2010-2011, Kings Collegiate will expand the Interim Assessment program into grade 8.

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 2009-2010 school year, Kings Collegiate was open 183 instructional days for students (202 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, 16% of KCCS students (n=32) also attended school from 9:00 AM to 12:00 PM on Saturdays an average of three times a month.

With hour-long periods four days a week and three 65-minute 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 seventh 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 students visited New York University, and our 7th grade visited Princeton. Several of our students also participated in the "Doctor for a Day" program held on the campus of Columbia University.

During the regular school day, from 3:25 to 4:20 PM 3 days per week, KCCS offers a variety of rotating electives, including:

- Art
- Yoga
- Newspaper
- Soccer
- Basketball
- Healthy Living
- Tennis
- 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's 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 2009-2010 school year, Kings Collegiate students:

- Carved and took home pumpkins for Halloween;
- Went to a New Jersey Nets game;
- Visited the Harlem Studio Museum, Madame Tussaud's Wax Museum, 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 2009-2010, 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 of and immediate responses to positive behavior;
- demerit and detention system that defined clear expectations of and 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's educational program is structured so that families must be involved in their child's academic pursuits. In 2009-2010, KCCS families:

- picked up their child's report card in person at the school three times, leading to 100% participation for three sets of formal Family-Teacher Conferences;
- 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 two public performances during the course of the year, with the Winter Celebration being followed by a potluck dinner; and
- participated in a family advocacy days for charter schools.

Our families also took the lead in planning the second annual Kings Collegiate Community Day: an end-of-year potluck celebration where students, staff and families socialized, played games, and ate delicious food on the last day of school.

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.

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;
- Norm-referenced TerraNova Assessments in Reading and Language Arts;
- Internally developed Interim Assessments in English Language Arts;
- Internally developed Final Examination in English Language Arts.

Each fall for new students, and each spring for returning students, Kings Collegiate Charter School administers in grades 5 through 7 exams in Reading, Language Arts and Mathematics using the TerraNova Assessment (the CTB/McGraw-Hill TerraNova 3rd Edition Basic Multiple Assessments). All students are then subsequently tested each spring to a) demonstrate their progress over the course of one academic year, and b) compare student performance relative to students nationwide. The TerraNova was selected since its format and the types of questions it contains more closely parallel the New York State exams than other similar, norm-referenced exams.

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 2009-2010 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 2009-2010 school year, we made the following key changes:

- We moved from 3 class sections of 5th and 6th grade to 4 class sections in each grade. This allowed us to create much smaller classes for our lowest-skilled students. Teachers were able to provide more differentiated instruction with the 4 sections of students than with 3 larger sections.
- We created World-Wide Wednesdays (one of three class periods for all students on Wednesdays) to allow dedicated time each week for nonfiction texts in the content areas of History and Science. History and Science teachers worked together each week to plan a lesson around a nonfiction text. Literacy teachers created a scope and sequence of nonfiction reading skills that History and Science teachers then incorporated into their Worldwide Wednesday instructional periods.
- We continued to provide focused reading instructional support with our lowest-skilled classes of 5th and 6th graders. For both of these classes, our SPED Coordinator pulled a small group of students each day for the last 30 minutes of reading class and provided small-group instruction and support to them as they read the whole-class novel and answered comprehension questions.
- We formalized the use of Leveled Reading Assessments (using the leveled reading assessments created by Harlem Village Academies) to track each student's independent reading level and reading progress over the course of the year. Students selected books from classroom libraries based on their current independent reading level.

Goal 1: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 7th grade in April 2010. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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

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

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	88				88
6	63				63
7	52				52
8					
All	203				203

Results

The overall percent of students in at least their second year achieving a Scale Score of 650 on the 2009-2010 State English Language Arts Exam was 89%.

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

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students		
	Students in At Least 2 nd Year		
4	All Students		
	Students in At Least 2 nd Year		
5	All Students	85%	88
	Students in At Least 2 nd Year	67%	15
6	All Students	87%	63
	Students in At Least 2 nd Year	87%	60
7	All Students	96%	52
	Students in At Least 2 nd Year	96%	51
8	All Students		
	Students in At Least 2 nd Year		
All	All Students	89%	203
	Students in At Least 2 nd Year	88%	126

Evaluation

This accountability measure was met and exceeded by 13 percentage points: 88% of our students enrolled in at least their second year achieved a Scale Score of 650 on the 2009-2010 State English

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

Language Arts Exam. Our 6th and 7th graders did well, with 87% and 96% respectively achieving a Scale Score of 650 or greater. We are very pleased with this performance, as it shows that students who are with us for two years are truly learning the skills and content needed in English Language Arts and helps validate that our whole class-novel approach to teaching Reading content is delivering strong results.

Our 5th graders as a whole performed well, with 85% of total 5th graders achieving a Scale Score of 650 or greater. We believe this shows that the vast majority have built a strong foundation of skills in the few months that they have been at our school and are well-positioned towards exceeding this measure for next year.

In terms of room for improvement, we had 15 students who repeated the 5th grade at our school, and so are also counted towards this measure. 67% of these students achieved a Scale Score of 650 or higher, which is under our goal. While it is worth noting that 47% of our repeating 5th graders (7 out of 15) have IEPs, it will be important for us as we go into next year to think about how we can better support returning 5th graders so that their second year in the grade leads to greater academic improvement and achievement.

Additional Evidence

The table shows that we continue to have a relatively consistent level of performance compared to last year, with 88% of students enrolled in at least their second year overall scoring at or above the target. While our 6th grade performance achieving the target is lower than last year’s, we will continue to work to boost all students’ proficiency and look forward to more data this year to understand whether this is a trend.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5					64%	11	67%	15
6					96%	51	87%	60
7							96%	51
8								
All					90%	62	88%	126

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-10 is 155.² The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The data table below shows that our aggregate PI score was 144, reflecting our performance in grades 5-7 on the 2009-2010 State English Language Arts exam.

Calculation of 2009-10 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-7	6	42	45	6	203

$$\begin{array}{rcccccc}
 \text{PI} & = & 42 & + & 45 & + & 6 & = & 93 \\
 & & & & + & & 6 & = & 51 \\
 & & & & & & \text{PI} & = & \mathbf{144}
 \end{array}$$

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

Evaluation

We did not succeed this year in achieving this measure. Our aggregate PI score of 144 is 11 points shy of this year’s AMO of 155.

Additional Evidence

Though we are disappointed to see our aggregate PI score of 144 compared to last year’s score of 183, we know that the lowered cut scores for proficiency levels in New York State led to the drastic drop. We will continue to work to increase our proficiency levels for all students.

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07	N/A						122	
2007-08	5	78	1	41	56	1	141	
2008-09	5-6	136	1	16	71	13	183	
2009-10	5-7	203	6	42	45	6	144	

Goal 1: Comparative Measure

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

Method

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

Results

The aggregate school performance for KCCS in grades 5-7 was 54% of students in at least their 2nd year performing at Levels 3 and 4, compared to 36% of students at Levels 3 and 4 in District 18.

**2009-10 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	33%	15	45%	1667
6	53%	60	31%	1467
7	61%	51	30%	1374
8				
All	<u>54%</u>	126	<u>36%</u>	4508

Evaluation

KCCS met this accountability measure, exceeding the aggregate district performance by 18 percentage points. Our 6th graders in at least their second year at KCCS exceeded the aggregate district performance by 22 percentage points. Our 7th grade performance was outstanding, with students in at least their second year exceeding the aggregate district performance by 31 percentage points. We fell short by comparison with the district in terms of looking at our repeating 5th graders compared to all 5th graders in the district, though again the percentage of our students in this specific population with IEPs (47%) greatly exceeds the district percentage. Nonetheless, however, we will look to improve this in the future.

Additional Evidence

As this is only the second year that we have utilized this measure, we do feel our comparative data to the local district from previous years provides a clear picture. We look forward to continuing to track our performance relative to the local district in the future.

As an optional comparison measure, we also decided to compare our performance to three local schools. We are co-located with Middle School of Art and Philosophy K588, a school with 6th - 8th in 2009-10. We also chose to compare ourselves with P.S. 219, a K-5 school, because it is located only a couple of blocks from the school and many of our students come to us from that school. Finally, we chose to compare our performance to General Chappie Elementary and Middle Schools, since they are also near to our school.

The chart below shows that our 6th and 7th graders' performance far exceeds that of the two other schools with equivalent grades. Our Year 2 5th graders' performance also exceeds that of the other two schools with 5th grade, but could still be improved.

**2009-2010 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students at Levels 3 and 4 Enrolled in At Least Their Second Year and All Students in Comparison Schools							
	Kings Collegiate Charter School		K588 (Middle School of Art and Philosophy)		K219 (P.S. 219)		K631/K634 (General Chappie ES and MS)	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	33%	15	N/A	N/A	31%	123	24%	75
6	53%	60	21%	134	N/A	N/A	14%	66
7	61%	51	21%	77	N/A	N/A	9%	70
All	54%	126	21%	211	31%	123	15%	211

Goal 1: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

The data table shows that we exceeded the predicted level of performance given the percentage of our students eligible for free lunch last year by 7.9 and therefore had a positive effect size of 0.58 that was higher than expected to a medium degree. Our 6th grade students surpassed the predicted level of performance by 22.8 which allowed for a 1.72 effect size.

2008-09 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5		81	74.1	76.2	-2.1	-0.19
6		55	96.4	73.6	22.8	1.72
7						
8						
All	62.0	136	83.1	75.2	7.9	0.58

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

Evaluation

We met this measure based on our 2008-2009 English Language Arts results, with a 0.58 effect size and performed higher than expected to a medium degree.

Additional Evidence

The chart below highlights our improvement along this metric, in terms of making a significant improvement in our positive effect size in English Language Arts over our 2007-2008 results.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07						
2007-08	5	60.5	78	57.7	70.7	-1.00
2008-09	5-6	62.0	136	83.1	75.2	0.58
2009-10						

Goal 1: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

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

Method

This measure examines the change in performance of the same group of students from one year to the next. In 2009-10, this represents the growth students made towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Our 5th and 6th grade cohorts achieved their targets. The 5th grade exceeded the target by 11 percentage points and the 6th grade experienced growth by 4 percentage points. The 7th grade did not achieve their target; however, they remained at the same percentage (96 percent) performing at or above the Scale Score of 650 with only 2 students failing to meet or exceed the 650 scale score target. Overall, we achieved our target and experienced 8 percentage points of growth from students’ 2008-2009 scores to their 2009-2010 scores across the school.

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

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
5	74	68%	71.5%	82%	YES
6	63	83%	+ Growth	87%	YES
7	51	96%	+ Growth	96%	NO
All	188	80%	+ Growth	88%	YES

Evaluation

We did not meet this measure as our 7th grade cohort remained at 96% and did not experience an increase. We will continue to work towards growth every year until we reach 100%. That being said, we are pleased with the progress in our 5th and 6th grade cohorts and are glad that our 7th graders continue to perform at a high level.

Additional Evidence

Whereas in 2007-08, the KCCS 5th grade cohort did not meet their growth target, both the 6th and 7th cohort met their growth target the following year (2008-09). In 2009-10, all three cohorts performed well, though the 7th grade cohort did not experience growth from 96% and therefore did not achieve their growth target. We will continue to work towards growth and 100% at or above 650.

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007-08	5	0	1
2008-09	5-6	2	2
2009-10	5-7	2	3

We administered the CTB McGraw-Hill TerraNova Multiple Assessments 3rd Edition in September for incoming 5th graders and in June for all students. The TerraNova is a norm-referenced test.

The table below presents another way of looking at our students' performance. When our 2009-10 5th grade students first entered KCCS, less than half of our students were performing at or above the national average (50th percentile) on the Reading portion of the exam. After only nine months at KCCS, the percentage of students scoring at or above the national average improved to 59.1% in Reading, an increase of 14.8 percentage points. In regards to Language Arts, our 5th graders entered KCCS performing at 34.4% at or above the national average. In the Spring, they increased their performance to 45.5% at or above the national average – an increase of 11.4 percentage points.

5th Grade/Class of 2017 – % at or above national average (50th percentile)			
TERRANOVA	September 2009 5th Grade Pre- Test 88 Students	June 2010 5th Grade Post- Test 88 students	1-YEAR CHANGE
Reading	44.3%	59.1%	+14.8
Language Arts	34.1%	45.5%	+ 11.4

Summary of the English Language Arts Goal

3 out of our 5 measures were achieved this year. We did not achieve the cohort measure because our 7th grade cohort remained at the same level of achievement, with 96 percent at or above the Scale Score of 650. Additionally, our aggregate Performance Index did not meet the AMO by 17 points. We feel that this year's 2009-10 data shows that we are well underway towards attaining achievement of all measures for this Accountability Plan goal and we look forward to next year's results to further reinforce that we are indeed on the right path.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve

Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Did Not Achieve

Action Plan

In 2010-2011, KCCS plans to continue to implement many of the successful strategies this year:

- Continuing to encourage and provide daily common planning time for more collaboration between our Writing and Reading teachers to ensure that students are consistently writing about what they are reading;
- Breaking our lowest-skilled fifth and sixth grade reading classes into two sections for daily, small-group instruction;
- Selecting leveled texts for whole-class reading instruction that are more independently accessible for our lowest-skilled readers: both our lowest 5th grade and lowest 6th grade sections will have a set of class novels that are closer to their independent reading level;
- Continuing to use historical fiction novels in 5th, 6th and 7th grade History classes to support history content and further enhance literacy instruction in our middle school;
- Implementing a common writing rubric and set of editing marks to ensure that all students are being held to the same high expectations for writing across the school, especially since we will now have multiple grades;
- Utilizing four class sections for 5th and 6th grade instead of the three sections used in previous years to differentiate for reading and writing instruction;
- Building up the independent reading classroom-based libraries and teacher-guided reading library to provide more choice and flexibility to teachers and students in reading;
- Increasing the level of rigor in our 8th grade ELA curriculum with direct reading and writing connections in our units;
- Developing independence as a key aspect of our 8th graders’ literacy skills with more advanced styles of note-taking.

Changes will include:

- On Wednesdays, having one English Language Arts block dedicated to short texts and specific reading strategies, and one English Language Arts block dedicated to non-fiction texts in our content (history or science) classes to help ensure that our students are regularly exposed to short, unfamiliar, fiction and non-fiction passages, similar to those that they will see on standardized English Language Arts assessments;
- Leveraging the power of our network of five other sister Collegiate schools, by instituting a Collegiate-wide writing prompt (to be scored externally) twice during the 2010-11 school year, that will enable us to compare student writing performance across our schools and inform the sharing of best practices for writing instruction;
- Coordinating targeted guided reading groups in our two lowest 5th and 6th grade reading classes so that students receive more frequent and high-quality feedback on how they are developing as readers.

- Holding professional development sessions for all teachers on the best strategies for reading and writing with students.

We are also planning to do all that we can to address the needs of the population of students who are repeating the 5th, 6th, or 7th grade this year. During our three weeks of staff orientation and professional development time before the start of school, we plan to have our Reading and Writing teachers, our Special Education Teachers, and our School Social Worker discuss and create action plans for supporting our repeating students.

MATHEMATICS

Goal 2: 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, one hour of Math Procedures, which is typically more focused on developing procedural fluency, and one hour of Math Problem Solving, which is typically more focused on the application of skills and problem solving. Basically, 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
- Norm-referenced TerraNova Assessments in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

Each fall for new students, and each spring for returning students, Kings Collegiate Charter School administers in grades 5 through 7 exams in Reading, Language Arts and Mathematics using the TerraNova Assessment (the CTB/McGraw-Hill TerraNova 3rd Edition Basic Multiple Assessments). All students are then subsequently tested each spring to a) demonstrate their progress over the course of one academic year, and b) compare student performance relative to students nationwide. The TerraNova was selected since its format and the types of questions it contains more closely parallel the New York State exams than other similar, norm-referenced exams.

Kings Collegiate Charter School administered three internally developed and aligned Interim Assessments and a Final Exam in Math during the 2009-2010 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.

Goal 2: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 5th through 7th grade in May 2010. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09 the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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

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

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	88				88
6	63				63
7	52				52
8					
All	203				203

Results

The overall percent of students in at least their second year achieving a Scale Score of 650 on the 2009-2010 State Mathematics Exam was 97%.

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

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students		
	Students in At Least 2 nd Year		

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

4	All Students		
	Students in At Least 2 nd Year		
5	All Students	90%	88
	Students in At Least 2 nd Year	87%	15
6	All Students	97%	63
	Students in At Least 2 nd Year	97%	60
7	All Students	100%	52
	Students in At Least 2 nd Year	100%	51
8	All Students		
	Students in At Least 2 nd Year		
All	All Students	95%	203
	Students in At Least 2 nd Year	97%	126

Evaluation

The target measure of 75% of students enrolled in at least their second year scoring at or above 650 was met and exceeded by 22 percentage points, as 97% of our students enrolled in at least their second year at KCCS received a scale score at or above 650. We believe that these really positive results help validate our approach towards math instruction.

Additional Evidence

For the past two years, in every class, we have surpassed the measure by at least 12 percentage points (in some cases, a full 25 percentage points). Therefore, we are confident that students at KCCS continue to build on a solid math foundation and are making significant progress in math each additional year they are enrolled at KCCS.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5					100%	11	87%	15
6					100%	51	97%	60
7							100%	51
8								
All					100%	62	97%	126

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2009-10 is 135⁴. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

Our aggregate PI score for 2009-2010 in Mathematics is 180.

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-7	2	14	36	47	203

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 14 & + & 36 & + & 47 & = & 97 \\
 & & & & + & & 47 & = & 83 \\
 & & & & & & \text{PI} & = & \mathbf{180}
 \end{array}$$

Evaluation

We met this measure, with a PI score of 180 that well exceeded the AMO of 135.

Additional Evidence

We anticipated this year’s drop in our PI compared to the previous two years due to the lowered cut scores instituted by New York State this year, but are glad that we continue to be well above the AMO target.

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

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07							86	
2007-08	5	75	0%	9%	57%	33%	191	102
2008-09	5-6	136	0%	1%	57%	42%	199	119
2009-10	5-7	203	2%	14%	36%	47%	181	135

Goal 2: Comparative Measure

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

Method

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

Results

Our aggregate school performance in Mathematics this year exceeded the average of all students in our local district, District 18, within grades 5 – 7 by 42 percentage points.

**2009-10 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	60%	15	55%	1682
6	87%	60	45%	1488
7	100%	51	40%	1411
8				
All	89%	126	47%	4581

Evaluation

We met this measure, exceeding the aggregate district performance by 42 percentage points. While our 5th graders' performance exceeded the district by only 5 percentage points, our 6th graders' performance exceeded the district by 42 percentage points and our 7th grade far exceeded the district

performance by 60 percentage points. This reinforces our belief that our students’ math performance continues to grow over time, the longer they are enrolled at KCCS.

Additional Evidence

As this is only the second year that we have utilized this measure, we do feel our comparative data to the local district from previous years provides a clear picture. We look forward to continuing to track our performance relative to the local district in the future.

As an optional comparison measure, we also decided to compare our performance to three local schools. We are co-located with Middle School of Art and Philosophy K588, a school with 6th - 8th graders in 2009-10. We also chose to compare ourselves with P.S. 219, a K-5 school, because it is located only a couple of blocks from the school and many of our students come to us from that school. Finally, we chose to compare our performance to General Chappie Elementary and Middle Schools, since they are also near to our school.

The chart below shows that KCCS’ performance overall far exceeds that of the other local comparison schools, which is very encouraging.

**08-09 Mathematics Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools							
	Charter School		K588 (Middle School of Art and Philosophy)		K219 (P.S. 219)		K631/K634 (General Chappie ES and MS)	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	60%	15	N/A	N/A	44%	125	36%	75
6	87%	60	22%	135	N/A	N/A	12%	67
7	100%	51	29%	77	N/A	N/A	13%	72
All	89%	126	24%	212	44%	125	21%	214

Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect

Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

Our aggregate Effect Size was 1.30 based on the 2008-2009 state exam results.

2008-2009 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		81	97.5	84.1	13.4	1.20	
6		55	100.0	76.5	23.5	1.46	
7							
8							
All		62.0	136	98.5	81.0	17.5	1.30

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

Evaluation

This measure was met: our aggregate Effect Size was 1.30, which greatly exceeds the bar of 0.3.

Additional Evidence

N/A

Goal 2: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3 on the current year’s state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

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

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Our 5th grade achieved their target by having positive growth. The 6th grade just barely missed their target. 100% of our 7th grade cohort scored at Level 3 and 4 in 2008-09 and again in 2009-2010.

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

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4					
5	76	82%	+ Growth	88%	YES
6	63	98%	+ Growth	97%	NO
7	52	100%	N/A	100%	N/A
8					
All	191	92%	+ Growth	94%	YES

Evaluation

This measure was not achieved, although two out of three cohorts met their targets and the third cohort just barely missed its target. The 5th grade cohort increased their percentage achieving Level 3 and 4 by 6 percentage points. The 6th grade cohort decreased their percentage achieving Level 3 and Level 4 by 1 percentage point, but it should be noted that they were already at 98% in the 2008-2009 school year. The 7th grade cohort maintained its performance with 100% scoring Level 3 and Level 4. The school overall increased the percent scoring at Level 3 and 4 by 2 percentage points.

Additional Evidence

Our 5th grade cohort met their growth target last year and this year. Our 6th grade cohort met their growth target last year but barely missed their target this year.

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07			
2007-08	5	1	1

2008-09	5-6	2	2
2009-10	5-7	2	3

We administered the CTB McGraw-Hill TerraNova Multiple Assessments 3rd Edition in September for incoming 5th graders and in June for all students. The TerraNova is a norm-referenced test. The tables below represent cohort growth on the Mathematics sections of the test.

The table below presents another way of looking at our students' performance. When our 2009-10 5th grade students first entered KCCS, about one-third of our students were performing at or above the national average (50th percentile) on the Mathematics section of the exam. After only nine months at KCCS, the percentage of students scoring above this national average improved by 21.6 percentage points in Mathematics.

5th Grade/Class of 2017 – % at or above national average (50th percentile)			
TERRANOVA	September 2009 5th Grade Pre-Test 88 students	June 2010 5th Grade Post-Test 88 Students	1-YEAR CHANGE
Mathematics	34.1%	55.7%	21.6

Summary of the Mathematics Goal

All of our measures were achieved this year, except for the measure regarding cohorts. We did not achieve this measure as the 6th grade cohort went from 98% to 97%. We are confident that we can reverse that trend and find positive growth. We feel that this year's 2009-2010 data shows that we are well underway towards attaining this Accountability Plan goal and we look forward to next year's results to further reinforce that we are indeed on the right path.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Did Not Achieve

Math Action Plan

To maintain our rate of progress along this goal, we intend to do the following things:

- Continue double periods of Math daily to ensure that students have significant instruction in both the procedural and problem solving skills required for success in middle school math and beyond;
- Celebrate student achievement in Math through special events with students (such as Pi Day in March and Last Man Standing number fact competitions) and families (such as Math Fun Night);
- Support students with special needs through targeted intervention, specifically through small-group instruction during and out of class;
- Continue to target struggling students through afterschool tutoring and targeted Math instruction as part of Saturday School;
- Offer math enrichment to high achieving math students through participation in NYC Charter School Math competitions;
- Reinforce math skills in daily science classes (for example, measurement skills in metric and customary units are taught and applied in 5th grade science and unit conversions are reinforced in science across all grades);
- Continuing our plan utilizing four class sections instead of three in the 5th grade and 6th grade to differentiate instruction and pacing for different classes at their different instructional levels, as well as, reducing the class sizes in the lowest skilled classes for improved teacher-student ratio;
- Provide professional development and common planning time dedicated to collaboration between math teachers within Kings Collegiate and across the six Collegiate middle schools to ensure that the KCCS math curriculum continues to reinforce essential math computation and problem solving skills and that best practices are shared openly across teachers and schools.

SCIENCE

Goal 3: Science

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

Background

The Science curriculum at KCCS 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 science curriculum is designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. During the 2009-2010 school year, KCCS students in the fifth grade completed units of study on the Scientific Method and Measurement, Motion and Forces, Chemicals and Reactions, Matter and Energy, and Living Things; while students in the sixth grade completed units of study on the Scientific Method and Measurement, Ecology, Genetics, Electricity, Astronomy, and Landforms. Students in 7th grade completed units of study on the Scientific Method and Measurement, Minerals, Rocks, History of the Earth, Weather and Water, Chemical Interactions, and Experimental Design. 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.

Goal 3: Absolute Measure

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

Method

The school will administer the New York State Testing Program science assessment to students in 8th grade. Each student's raw score will be converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

As we opened with 5th graders only during the 2007-2008 school year, we will not have data for this measure until our students reach the 8th grade in 2010-2011.

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

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						

Evaluation

N/A

Additional Evidence

N/A

Goal 3: Comparative Measure

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

Method

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

Results

As we opened with 5th graders only during the 2007-2008 school year, we will not have data for this measure until our students reach the 8th grade in 2010-2011.

Evaluation

N/A

Additional Evidence

N/A

Summary

We will not have data for these measures until our students reach the 8th grade in 2010-2011. In the meantime, however, we are measuring their growth through our own internally developed and aligned Interim Assessments, which show that our students are making and maintaining progress in science. As standards were retested throughout the 2009-2010 school year and new material was added, we looked for questions answered correctly to stay consistent or increase as students developed stronger science skills and content knowledge. We believe that our science instruction is teaching our students the content and skills they need to be successful.

		SCIENCE INTERIM ASSESSMENT			
	<i>n</i>	IA1	IA2	IA3	Final Exam
5 th GRADE	88	80%	75%	66%	76%
6 th GRADE	63	84%	81%	86%	86%
7 th GRADE	52	77%	82%	81%	86%

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

To maintain our rate of progress along this goal, we intend to do the following things:

- Continue to use the science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during high school;
- Provide professional development and common planning time dedicated to collaboration between science teachers and the Dean of Student Supports to ensure that the KCCS science curriculum continues to reinforce essential math and reading comprehension skills;
- Guarantee that students continue to participate in as many hands-on Science lessons and activities during Science classes as is appropriate and possible;
- Encourage students to participate in Science enrichment activities after school, such as Science Adventures, a club run by our science teachers that offers regular, hands-on science activities after school;
- Ensure our new 5th, 6th, and 7th grade Science teachers work in close collaboration with our returning 8th grade Science teacher to ensure consistency from grade to grade and class to class;
- Designate a minimum of one lab hour for every 5-6 instructional periods to ensure students meet the requirements of the Regents Board of New York to take the Living Environment Regents Examination in June (minimum 20 hours);

- Enable students to achieve on par with their highest-level peers in New York State by providing a 9th grade-level science curriculum to our 8th grade students (the New York State Board of Regents course in the Living Environment);
- Provide rigorous instruction to our 8th grade students in order to ensure preparation for both the New York State Intermediate Level Science Test and the Board of Regents Exam in the Living Environment (Standard 4 of the NYS comprehensive Living Environment Core Curriculum).

We also believe that the move we made this school year from three class sections to four class sections in the 5th grade and 6th grade will continue to help increase student achievement in science even further, by reducing class size for our most struggling students.

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.

Background

The History curriculum at Kings Collegiate teaches specific history content through traditional direct instruction and through a series of whole-class historical fiction novels. We develop internal standards for our units of study, building from those outlined in the New York State Social Studies Core Curriculum. We then select three to four historical fiction novels that align with the standards that we outline for each grade level. Through the historical fiction, we continue to develop students' literacy skills (comprehension and vocabulary) while teaching historical content through a specific storyline.

The fifth grade History curriculum at KCCS consists of two parts. History instruction from August through November develops essential social studies skills and content. This portion of the scope and sequence focuses largely on preparing students for the New York State Exam in November, developing understandings of geography, history, and social studies; building skills for reading and interpreting graphs and timelines; and preparing students to respond to Document-Based Questions. History instruction from November through the end of the year is based on three historical fiction novels. Fifth grade students read The Sign of the Beaver (Native American culture and early European settlement), The Captive (early European settlement, the Triangle of Trade, and early slavery) and My Brother Sam is Dead (American colonies and Revolutionary War). Each day's history lesson is focused on a content-based objective, and each day's readings and assignments reinforce both the history content and literacy skills of vocabulary and reading comprehension.

The sixth grade curriculum focuses on Ancient World History, beginning with a review of essential social studies skills and moving into the study of the Ancient River Valley Civilizations of Mesopotamia, Egypt, India, China, Greece, and Rome. The sixth grade curriculum includes the historical fiction novels A Place in the Sun (Ancient Egypt), Roman Mysteries #1: Thieves of Ostia (Ancient Rome), and The Iliad (Ancient Greece). The 7th Grade History curriculum at Kings Collegiate Charter School is the classic US History I survey course. Students begin the year learn about early Native American Cultures and end the year with a unit on Reconstruction after the Civil War. Along the way students learn about Colonialism, The American Revolution, the US Constitution and Government, Early Western Expansion, Slavery and the Reform Era, and the Civil War. During the course of the year, all students read the book *To Be A Slave* and all students must write a 5 page research paper.

Goal 4: Absolute Measure

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

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2009. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

60% out of the 15 5th grade students enrolled in at least their second year at Kings Collegiate scored at Level 3 or Level 4 on the State Social Studies exam. We will not have any 8th grade students at our school until the 2010-2011 school year.

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

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	11%	17%	69%	3%	71%	90
	Students in At Least 2 nd Year		40%	60%		<u>60%</u>	15
8	All Students						
	Students in At Least 2 nd Year						

Evaluation

The measure was not met this year. Though we fell short by 15 percentage points, we feel it is important to point out the very small sample size of 15 repeating 5th graders and the unique nature of the population that qualifies for this measure. Because students enter our school as 5th graders, the vast majority of our students will not count towards this measure until they are 8th graders. Therefore, last year and this year, the only population that qualifies for this measure is our students who have been held back for academic performance and are repeating the 5th grade again. As mentioned earlier in the report, out of the 15 repeating 5th graders we had this year, 7 have IEPs. While we are committed to moving all of our students towards advanced and proficient, we believe that the nature of this population (both their higher special needs percentage as well as the fact that they are, by definition, our lowest-skilled students academically) makes it difficult to interpret the implications of this data for our overall educational program. We feel that the 71% of our total 5th grade population scoring at level 3 and 4 this year is a stronger indication that our instructional program for Social Studies is on target.

Additional Evidence

The proportion of our repeating 5th graders scoring at Levels 3 and 4 in their second year remains consistent from last year, at around 60%.

**Social Studies Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number

		Tested		Tested		Tested		Tested
5					64%	11	60%	15
8								
All					64%	11	60%	15

Goal 4: Comparative Measure

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

Method

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

Results

District performance data is not yet publicly available and so comparing KCCS performance to the district is not possible.

**2009-10 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	60%	15	TBD	TBD
8				

Evaluation

TBD

Additional Evidence

TBD

Summary

While we did not achieve the measure of 75 percent of all tested students who are enrolled in at least their second year performing at or above Level 3 on the New York State examination, we are encouraged by the fact that 71 percent of all of our 5th grade students (including those enrolled in their first year) did perform at or above Level 3.

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

Action Plan

In 2010-2011, KCCS plans to continue to implement many of the successful strategies this year:

- Continue to use historical fiction novels to support students’ mastery of history content and social studies skills and their development of strong reading comprehension skills; in 5th and 6th grades, students read at least 3 historical fiction novels each year and in 7th grade, students read at least one historical fiction novel and many different nonfiction texts;
- Provide professional development and common planning time dedicated to collaboration between history and literacy teachers to ensure that the KCCS history curriculum continues to reinforce essential reading comprehension skills (as an example, literacy and history teachers work together to create a scope and sequence of nonfiction reading strategies and skills that are taught and reinforced in history classes);
- Continue to group 5th and 6th grade students into four class sections instead of three to increase student achievement in history even further, by reducing class size for our most struggling students.

Changes will include:

- More explicit and targeted instruction will be provided on reading and responding to Document-Based Questions in preparation for NYS Regents examinations;
- Ensure that our new 5th grade History teacher works in close collaboration with our returning 6th grade, 7th grade, and 8th grade History teachers to ensure consistency from grade to grade and class to class;
- 7th and 8th grade History students will complete independent research papers based on an event within United States History;
- All history students will complete semi-annual performance-based assessments to show how the information in particular units can be synthesized and presented;

- Students will investigate current event topics in a common weekly format while working on improving non-fiction reading skills;
- All students will participate in a school-wide public speaking project to connect African American history to public oration skills.

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 will be “Good Standing” each year.

Method

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

Results

For the 2009-2010 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
2005-06	N/A
2006-07	N/A
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing