

**KINGS COLLEGIATE  
CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

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Scott Schuster and Christie Chow prepared this 2010-11 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 5<sup>th</sup> grade and will grow to grades 5-12 over time. During the 2010-2011 school year, the school served 5<sup>th</sup> – 8<sup>th</sup> graders.

*STUDENT POPULATION*

With an initial enrollment as of BEDS Day 2010 of 269 students, Kings Collegiate Charter School had low attrition and ended the 2010-2011 school year with 263 students in grade 5-8.

Gender	45% Male	55% 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
2006-07														
2007-08						81								81
2008-09						82	55							137
2009-10						90	63	53						206
2010-11						81	77	62	49					269

\*enrollment as of BEDS Day

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 2010	Incoming Student Performance 5 <sup>th</sup> Grade (n = 78)
TerraNova Reading <i>% at or above 50<sup>th</sup> percentile</i>	46%
TerraNova Language Arts <i>% at or above 50<sup>th</sup> percentile</i>	33%
TerraNova Math <i>% at or above 50<sup>th</sup> percentile</i>	36%

## 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 2010-2011, KCCS provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- 30 minutes of Guided Reading in 5<sup>th</sup> and 6<sup>th</sup> grade to target specific reading levels in small groups.
- 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. During the 2010-2011 school year, Kings Collegiate also administered the Integrated Algebra Regents Exam and Living Environment Regents Exam to 8<sup>th</sup> 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 2010-2011 school year, Kings Collegiate was open 184 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, 27% of KCCS 5<sup>th</sup> grade students (n=22) 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 5<sup>th</sup> grade students visited Fairfield College and Harvard, our 6<sup>th</sup> grade students visited Villanova University and University of Pennsylvania, our 7<sup>th</sup> grade visited Swarthmore and University of Pennsylvania, and our 8<sup>th</sup> grade visited Lincoln University.

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'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 2010-2011 school year, Kings Collegiate students:

- Carved and took home pumpkins for Halloween;
- Went to a New York Mets game;

- 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 2010-2011, 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's educational program is structured so that families must be involved in their child's academic pursuits. In 2010-2011, KCCS families:

- Picked up their child's report card in person at the school three times;
- 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.

## 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 2010-2011 school year, KCCS added a Guided Reading program for 5<sup>th</sup> and 6<sup>th</sup> grade which allowed for targeted instruction in small groups of no more than 8 students.

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, 6 and 7 exams in Reading, Language Arts and Mathematics using the TerraNova Assessment (the CTB/McGraw-Hill TerraNova 3<sup>rd</sup> Edition Basic Multiple Assessments). These same 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 2010-2011 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 three 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 2010-2011 school year, we made the following key changes:

- We added a 30-minute Guided Reading program 4 times a week for our two lowest-skilled classes in the 5<sup>th</sup> and 6<sup>th</sup> grade. This allowed for targeted small group literacy instruction with a text at the students’ instructional level in groups of 8 or less.
- We added an additional teacher to our Saturday School program and focused on 27 of our lowest-skilled 5<sup>th</sup> grade students. These students received 1.5 hours of additional literacy instruction approximately 3 Saturdays a month.

**Goal 1: Absolute Measure**

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

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state’s Time Adjusted Level 3 cut scores on the New York State English Language arts examination.<sup>1</sup>

**Method**

The school administered the New York State Testing Program English language arts assessment to students in 5<sup>th</sup> through 8<sup>th</sup> grade in April 2011. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores<sup>1</sup>, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	657
4	654
5	654
6	654
7	652
8	652

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

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

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

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
5	80				80
6	75				75
7	60				60
8	49				49
All	264				264

**Results**

The overall percent of students in at least their second year achieving at or above the state’s Time Adjusted Level 3 cut scores on the 2010-2011 State English Language Arts Exam was 83%.

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

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
5	All Students	71%	80
	Students in At Least 2 <sup>nd</sup> Year	<b><u>27%</u></b>	11
6	All Students	77%	75
	Students in At Least 2 <sup>nd</sup> Year	<b><u>82%</u></b>	74
7	All Students	92%	60
	Students in At Least 2 <sup>nd</sup> Year	<b><u>93%</u></b>	59
8	All Students	84%	49
	Students in At Least 2 <sup>nd</sup> Year	<b><u>84%</u></b>	49
All	All Students	80%	264
	Students in At Least 2 <sup>nd</sup> Year	<b><u>83%</u></b>	193

**Evaluation**

This accountability measure was met and exceeded by 8 percentage points: 83% of our students enrolled in at least their second year achieved at or above the state’s Time Adjusted Level 3 cut score on the 2010-2011 State English Language Arts Exam. Our 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders did well, where 82%, 93%, and 84% respectively of students enrolled in at least their second year achieved at or above the state’s Time Adjusted Level 3 cut score. We are pleased with this performance, as it shows

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

that students who are with us for two years are 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 results.

In terms of room for improvement, we plan to address the ELA performance of the 11 students who repeated the 5<sup>th</sup> grade at our school and so are also counted towards this measure. 27% of these students achieved at or above the state’s Time Adjusted Level 3 cut score, which is significantly under our goal. It will be important for us as we go into next year to think about how we can better support returning 5<sup>th</sup> graders so that their second year in the grade leads to greater academic improvement and achievement.

**Additional Evidence**

The table below shows that we continue to have a relatively consistent level of performance compared to last year, with 83% of students enrolled in at least their second year overall scoring at or above the target. While our retained 5<sup>th</sup> grade student 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 an anomaly. Additionally, besides in 5<sup>th</sup> grade, student percentages above the Time Adjusted Level 3 cut score compared favorably to last year, despite the increased rigor of the 2010-2011 English Language Arts State Test. We will continue to work to improve all students’ proficiency 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 at Levels 3 and 4 through 2008-09 and a Scale Score at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	N/A	N/A	64%	11	60%	15	27%	3
6			96%	51	77%	60	82%	61
7					94%	51	93%	55
8							84%	41
All			90%	62	82%	103	83%	160

**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.

**Results**

Per guidance from SUNY, as SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and will not report on this measure at this time.

**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 5-8 was 53% of students in at least their 2<sup>nd</sup> year performing at Levels 3 and 4, compared to 36% of students at Levels 3 and 4 in District 18.

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

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	11	45%	1657
6	53%	74	39%	1494
7	53%	59	31%	1522
8	67%	49	29%	1410
<b>All</b>	<b>53%</b>	193	<b>36%</b>	6083

**Evaluation**

KCCS met this accountability measure, exceeding the aggregate district performance by 17 percentage points. Our 6<sup>th</sup> graders in at least their second year at KCCS exceeded the aggregate district performance by 14 percentage points. Our 7<sup>th</sup> grade performance also exceeded the aggregate district performance by 22 percentage points. Our 8<sup>th</sup> grade performance was outstanding, exceeding the aggregate district performance by 38 percentage points. We fell short by comparison with the district in terms of looking at our repeating 5<sup>th</sup> graders compared to all 5<sup>th</sup> graders in the district and we will look to improve this in the future.

**Additional Evidence**

As this is the third 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 grades in 2010-2011. We 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 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders’ performance far exceeds that of the two other schools with equivalent grades. In fact, if you look at our 8<sup>th</sup> grade performance compared to the other schools, we exceed K588 and K634 by 47 percentage points and 61 percentage points respectively. Our Year 2 5th graders’ performance, though only 11 students, does not exceed that of the other two schools with 5th grade, and could still be improved.

**2010-11 English Language Arts Performance of Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring at or above Level 3 on State Exam							
	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	0%	11	N/A	N/A	47%	132	28%	68
6	53%	74	28%	131	N/A	N/A	12%	51
7	53%	59	22%	113	N/A	N/A	11%	66
8	67%	49	20%	87	N/A	N/A	6%	63
All	53%	193	24%	331	47%	132	15%	248

**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 2010-11 analysis is not yet available. This report contains 2009-10 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 in 2009-2010 by 8.5 and therefore had a positive effect size of 0.54 that was higher than expected to a medium degree. Our effect size grew with each grade, culminating in 7th grade students surpassing the predicted level of performance by 23.0 which allowed for a 1.42 effect size.

**2009-10 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5		88	44.3	45.0	-0.7	-0.05
6		63	52.4	42.9	9.5	0.63
7		52	61.5	38.5	23.0	1.42
8						
All	58.7	203	51.2	42.7	8.5	0.54

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

**Evaluation**

We met this measure based on our 2009-2010 English Language Arts results, with a 0.54 effect size, which was 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 original 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	5-7	58.7	203	51.2	42.7	0.54

**Goal 1: Growth Measure**

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

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

The table below illustrates our grade-level cohort performance at or above Level 3 proficient during the 2010-2011 school year, as compared with each cohort’s performance on the state exam the previous year. The four grade-level cohorts did not achieve their growth targets.

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

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
5	67	34%	55%	33%	NO
6	75	52%	64%	53%	NO
7	59	49%	62%	53%	NO
8	49	63%	69%	67%	NO
All	250	49%	62%	50%	NO

Although our 6<sup>th</sup>-8<sup>th</sup> grade cohorts performed at or above Level 3 at higher rates than in 2009-2010, our four individual grade-level cohorts did not achieve their growth targets. The 8<sup>th</sup> grade cohort came close by achieving 4 percentage points of growth, missing its target by 2 percentage points. Our 5<sup>th</sup> grade cohort performance decreased slightly, while 6<sup>th</sup> grade increased slightly. Our 7<sup>th</sup> grade cohort also achieved 4 percentage points of growth. As a whole, the school’s performance increased slightly.

**Additional Evidence**

As the following chart shows, our performance against this growth measure has largely been on-track over the past two years. We did not meet the measure this year, perhaps partially because the metric itself changed and the state exam academics and scoring continued to grow more rigorous. Despite that, we are committed to continuing to improve our students’ success in English Language Arts.

**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
2010-11	5-8	0	4

We also administered the CTB McGraw-Hill TerraNova Multiple Assessments 3<sup>rd</sup> Edition in September for incoming 5<sup>th</sup> graders and again in June. The TerraNova is a norm-referenced test.

The table below presents another way of looking at our students’ performance. When our 2010-11 5<sup>th</sup> grade students first entered KCCS, less than half of our students were performing at or above the national average (50<sup>th</sup> 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 53% in Reading, an increase of 8 percentage points. In regards to Language Arts, our 5<sup>th</sup> graders entered KCCS performing at 32% at or above the national average. In the Spring, they increased their performance to 48% at or above the national average – an increase of 16 percentage points. Our students’ progress on this nationally normed exam also helps show that they are achieving growth in English Language Arts over the course of nine months with us.

<b>5<sup>th</sup> Grade/Class of 2010 – % at or above national average (50<sup>th</sup> percentile)</b>			
<b>TERRANOVA</b>	<b>September 2009 5<sup>th</sup> Grade Pre- Test 77 Students</b>	<b>June 2010 5<sup>th</sup> Grade Post- Test 88 students</b>	<b>1-YEAR CHANGE</b>
<b>Reading</b>	<b>45%</b>	<b>53%</b>	<b>+8</b>
<b>Language Arts</b>	<b>32%</b>	<b>48%</b>	<b>+ 16</b>

**Summary of the English Language Arts Goal**

Three of the applicable four measures were achieved this year. We did not achieve the growth measure, though we readily achieved the other three measures. We feel that this year’s 2010-11 data shows that we are well underway towards attaining achievement of all measures for this Accountability Plan goal and though we continue to focus on improving English Language Arts achievement for all of our students, 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 at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve

### Action Plan

In 2011-2012, 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;
- Continuing a separate 30 minute independent reading block for 7<sup>th</sup> and 8<sup>th</sup> grade outside of Reading class;
- Selecting leveled texts for whole-class reading instruction that are more independently accessible for our lowest-skilled readers: both our lowest 5<sup>th</sup> grade and lowest 6<sup>th</sup> grade sections will have a set of class novels that are closer to their independent reading level;
- Continuing to use historical fiction novels in 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> 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 are at capacity with all 4 grades in the middle school;
- Continue utilizing four class sections for 5<sup>th</sup> 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 8<sup>th</sup> grade ELA curriculum with direct reading and writing connections in our units;
- 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;

- Developing independence as a key aspect of our 8<sup>th</sup> graders' literacy skills with more advanced styles of note-taking.
- 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 2011-2012 school year, that will enable us to compare student writing performance across our schools and inform the sharing of best practices for writing instruction;

Changes will include:

- Adding a separate 30 minute Guided Reading block for 5<sup>th</sup> and 6<sup>th</sup> grade outside of Reading class, which not only provides additional fluency practice in small groups, but also increases overall time per day spent on Literacy;
- Adding the position of a Dean of Curriculum and Instruction to add additional instructional support and guidance to all teachers;
- Adding the position of a ELA Department Lead teacher who will help standardize our ELA curriculum across the school and offer additional supports to our Reading and Writing teachers;
- Adding the network position of Director of Staff Development with a focus on supporting literacy instruction across all Collegiate Schools;
- Leveraging the Uncommon 5-8 Reading Taxonomy – a newly launched Uncommon network tool of best practices in literacy instruction – and training Reading, Writing, as well as History and Science teachers in Taxonomy techniques.
- Holding professional development sessions for all teachers on the best strategies for reading and writing with students, including a specific scope and sequence of professional development to support the new Guided Reading component of our curriculum.

We are also planning to do all that we can to address the needs of the population of students who are repeating the 5<sup>th</sup> 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.. 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
- 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, 6, and 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 2010-2011 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 1: Absolute Measure**

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

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

**Method**

The school administered the New York State Testing Program mathematics assessment to students in 5 through 8 grade in May 2011. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores<sup>1</sup>, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	656
4	655
5	653
6	653
7	651
8	652

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

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

Grade	Total Tested	Not Tested <sup>4</sup>			Total Enrolled
		IEP	ELL	Absent	
5	80				80
6	75				75
7	60				60
8	49				49
All	264				264

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

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

**Results**

The overall percent of students in at least their second year performing at or above the state’s Time Adjusted Level 3 cut scores on the 2010-2011 State Mathematics Exam was 97%.

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

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
5	All Students	95%	80
	Students in At Least 2 <sup>nd</sup> Year	<u>82%</u>	11
6	All Students	95%	75
	Students in At Least 2 <sup>nd</sup> Year	<u>95%</u>	74
7	All Students	100%	60
	Students in At Least 2 <sup>nd</sup> Year	<u>100%</u>	59
8	All Students	100%	49
	Students in At Least 2 <sup>nd</sup> Year	<u>100%</u>	49
All	All Students	97%	264
	Students in At Least 2 <sup>nd</sup> Year	<u>97%</u>	193

**Evaluation**

The target measure of 75% of students enrolled in at least their second year scoring at or above the state’s Time Adjusted Level 3 cut scores was met and exceeded by 22 percentage points, as 97% of our students enrolled in at least their second year at KCCS scored at or above the state’s Time Adjusted Level 3 cut scores. We believe that these strong results help validate our approach towards math instruction. Additionally, as the table above demonstrates, every grade level easily exceeded the target measure of 75% at or above the Time Adjusted Level 3 Cut Score.

**Additional Evidence**

For the past three years, in every class, we have surpassed the measure (in some cases, by 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 at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5			100%	11	87%	15	82%	11
6			100%	51	97%	60	95%	74
7					100%	51	100%	59
8							100%	49
All			100%	62	97%	126	97%	193

**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.

**Results**

Per guidance from SUNY, as SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and will not report on this measure at this time.

**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 within grades 5 – 8 in our local district, District 18, by 34 percentage points.

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

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	27%	11	55%	1680
6	76%	74	47%	1512
7	88%	59	48%	1535
8	100%	49	44%	1420
<b>All</b>	<b>83%</b>	193	<b>49%</b>	6147

**Evaluation**

We met this measure, exceeding the aggregate district performance by 34 percentage points. While our 5<sup>th</sup> graders’ in at least their second year did not exceed the district, there were only 11 students tested. Additionally, our 6<sup>th</sup> graders’ performance exceeded the district by 29 percentage points, our 7<sup>th</sup> grade exceeded the district performance by 40 percentage points, and our 8<sup>th</sup> grade far exceeded the district by 56 percentage points, with 100% of our 8<sup>th</sup> graders scoring either a 3 or a 4. This reinforces our belief that our students’ math performance continues to grow over time, the longer they are enrolled at KCCS.

**Additional Evidence**

This is the third year that we have utilized this measure, and we 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 6<sup>th</sup> - 8<sup>th</sup> graders in 2010-2011. 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, with 83% of our students enrolled in our 2<sup>nd</sup> year performing at or above Level 3 compared with 27% at K588, 53% of 5<sup>th</sup> grade at K219, and 21% at K631/634. Again, our 5<sup>th</sup> grade results below reflect the 11 students in their second year with us. If we were to look at our 5<sup>th</sup> grade as a whole, 68% (n=80) of the students scored a level 3 or 4 on the State Math Exam.

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

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring at or above Level 3 on State Exam							
	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	27%	11	N/A	N/A	53%	134	48%	69
6	6%	74	24%	136	N/A	N/A	10%	51
7	88%	59	28%	112	N/A	N/A	14%	65
8	100%	49	31%	87	N/A	N/A	8%	63
All	83%	143	27%	335	53%	134	21%	248

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

**Results**

Our aggregate Effect Size was 1.53 based on the 2009-2010 state exam results.

**2009-10 Mathematics Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5		88	71.6	57.4	14.2	0.82
6		63	85.7	52.3	33.4	1.79
7		52	100.0	51.6	48.4	2.41
8						
All	58.7	203	83.3	54.4	28.9	1.53

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

**Evaluation**

This measure was met: our aggregate Effect Size was 1.53, which exceeds the bar of 0.3. This represents a higher than expected outcome to a large degree.

**Additional Evidence**

N/A

**Goal 1: Growth Measure**

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

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

This growth measure was missed by two grade-level cohorts (6<sup>th</sup> and 7<sup>th</sup>), but made by two grade-level cohorts (5<sup>th</sup> and 8<sup>th</sup>) and overall by the school as a whole.

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

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
5	67	54%	64%	67%	YES
6	75	77%	+ Growth	76%	NO
7	59	92%	+ Growth	88%	NO
8	49	100%	100%	100%	YES
All	250	79%	+ Growth	81%	YES

**Evaluation**

Our 5<sup>th</sup> graders with State test scores from the previous year beat their target by 3 percentage points, growing from 54% to 67% performing at or above Level 3. The 6<sup>th</sup> grade just barely missed their target of positive growth, and our 7<sup>th</sup> grade also missed their target, though both grades were still above 75% performing at or above Level 3. 100% of our 8<sup>th</sup> grade cohort scored at Level 3 and 4 in 2009-2010 and again in 2010-2011.

**Additional Evidence**

We continue to be very close to meeting this target for all grade-level cohorts, and our 6<sup>th</sup>-8<sup>th</sup> grade cohorts are all performing above the minimum target of 75%. We will continue to seek more growth every year, but feel good that our highest grade-level cohort continues to perform at the 100% level year after year, with no possible room for growth in this measure.

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007-08	5	1	1
2008-09	5-6	2	2
2009-10	5-7	2	3
2010-11	5-8	2	4

We also administered the CTB McGraw-Hill TerraNova Multiple Assessments 3<sup>rd</sup> Edition in September for incoming 5<sup>th</sup> graders and again in June. The TerraNova is a norm-referenced test.

The table below presents another way of looking at our students' performance. When our 2010-11 5<sup>th</sup> grade students first entered KCCS, about a third of our students were performing at or above the national average (50th percentile) on the Mathematics portion of the exam. After only nine months at KCCS, the percentage of students scoring at or above the national average improved to 55% in Mathematics, an increase of 19 percentage points.

<b>5<sup>th</sup> Grade/Class of 2018 – % at or above national average (50<sup>th</sup> percentile)</b>			
<b>TERRANOVA</b>	<b>September 2009 5<sup>th</sup> Grade Pre- Test 77 Students</b>	<b>June 2010 5<sup>th</sup> Grade Post- Test 88 students</b>	<b>1-YEAR CHANGE</b>
<b>Mathematics</b>	<b>36%</b>	<b>55%</b>	<b>+19</b>

**Summary of the Mathematics Goal**

All of our measures were achieved this year, except for the growth measure, which we missed slightly for two grade-level cohorts. Additionally, we are happy to report that all of our 8<sup>th</sup> graders took the Integrated Algebra Regents exam and 100% passed, achieving a 65 or above on the exam. We are confident that our Mathematics program continues to raise student achievement. We feel that this year’s data, as with the past three years, shows that we are well underway towards attaining this Accountability Plan goal.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve

**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;
- 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 and regular practice sessions geared around problem solving and advanced computation;

- Reinforce math skills in daily science classes (for example, measurement skills in metric and customary units are taught and applied in 5<sup>th</sup> grade science and unit conversions are reinforced in science across all grades);
- Continuing our plan utilizing four class sections instead of three in the 5<sup>th</sup> 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;
- Support students in our lowest performing 6<sup>th</sup> grade math class by having two teachers co-teach the two-hour block;
- 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;
- 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).

## 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 2010-2011 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 7<sup>th</sup> 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. KCCS piloted a Living Environment Regents level class with the 8<sup>th</sup> grade with the intention that all 49 8<sup>th</sup> grade students would take the Regents exam at the end of the year.

### **Goal 3: Absolute Measure**

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

#### **Method**

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

#### **Results**

The overall percent of students in at least their second year achieving a Level 3 or 4 on the 2010-2011 State Science Exam was 94%.

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

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
8	All Students	0%	6%	61%	33%	94%	49
	Students in At Least 2 <sup>nd</sup> Year	0%	6%	61%	33%	<b>94%</b>	49

**Evaluation**

The target measure of 75% of students enrolled in at least their second year scoring a Level 3 or 4 was met and exceeded by 19 percentage points, as 94% of our students enrolled in at least their second year at KCCS received a Level 3 or 4. We believe that these strong results help validate our approach towards Science instruction.

**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 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**

Per guidance from SUNY, as SED has not yet released this year’s district-level Science data, we have compared our 2010-2011 data to the 2009-2010 District 18 data on this measure at this time.

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

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	94%	49	47%	1417

**Evaluation**

We met this measure, exceeding the aggregate district performance by 47 percentage points. We believe that these strong results help validate our approach towards science instruction.

**Additional Evidence**

N/A

**Summary**

All of our measures were achieved this year. Additionally, we are happy to report that all of our 8<sup>th</sup> graders took the Living Environment Regents exam and 96% passed, achieving a 65 or above on the exam. We are confident that our Science program continues to raise student achievement.

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

**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 5<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Science teachers work in close collaboration with our returning 6<sup>th</sup> 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);

**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 2010-2011 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
2007-08	N/A
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing