

Accountability Plan Progress Reports for the 2007-08 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 State University 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 State University 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 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**

2007-08

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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_____ Laura Lee _____ prepared this 2007-08 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Allyson Alimansky	Executive/Development Committee
John Greenstein	Treasurer, Finance Committee
Bob Howitt	Finance Committee
Suzanne Karr	Accountability Committee
John Kim	Accountability/Executive Committee
Reena Mithal	Chair, Accountability/Development Committee
Brett Peiser	Clerk, Executive/Accountability/Finance Committee
Laura Lee, <i>ex officio</i>	
Lauren Harris, <i>ex officio</i>	

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.

STUDENT POPULATION

With an initial enrollment of 81 students, and an average daily membership of 77 students, Kings Collegiate Charter School ended the 2007-08 school year with 75 students in grade 5.

Gender	48% Boys	52% Girls
Free & Reduced Lunch	69%	
Special Needs	15%	
Race	100% African-American	
English Language Learners	0%	
Mode of Transportation	43% School Bus 27% Car	11% Subway/City Bus 20% Walk
Geography	99% Brooklyn	1% Queens
<i>Students selected via public lottery</i>		

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04														
2004-05														
2005-06														
2006-07														
2007-08						81								81

Students enrolled at Kings Collegiate Charter School from 47 different New York City schools. Based on results from the TerraNova exam, our inaugural group of students began the year performing around the national average in Reading and Language Arts and slightly above the national average in Math, although the students in our lowest-skilled class were substantially below grade level in all areas.

Measurement Tool Fall 2007	Incoming Student Performance 5 th Grade/Class of 2015	Incoming Student Performance Columbia class (n=29)
TerraNova Reading <i>Median percentile</i>	49 th percentile	35 th percentile
TerraNova Language Arts <i>Median percentile</i>	54 th percentile	35 th percentile
TerraNova Math <i>Median percentile</i>	59 th percentile	40 th percentile

Our students also took the McLeod Assessment of Reading Comprehension and their skill level on average was below the 5th grade level (4.5 grade-level equivalent). Students in our lowest-skilled class (n=26) were over two grade levels behind in comprehension (2.9 grade-level equivalent).

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 2007-08, KCCS provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- 20 minutes of silent reading or read aloud to start each school day;
- At least 20 minutes of independent reading each night;
- 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 comprehensive curriculum binders with a year-long scope and sequence, individual unit plans, 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 Mathematics and English Language Arts exams, KCCS administered 5-6, internally-aligned Interim Assessments in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History standards throughout the year and provided immediate data on individual student and class growth. KCCS teachers, with the support of the Co-Director for Curriculum and Instruction, 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 in class, afterschool, and on Saturdays. In 2008-09, Kings Collegiate will expand the interim assessment program into grade 6.

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 2007-08 school year, Kings Collegiate was open 187 instructional days for students (212 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 standing, nearly 49% of KCCS students also attended school from 9:00 AM to 12:00 PM on Saturdays at some point during the school year.

With hour-long periods four days a week and 65-minute periods on Fridays when classes are taught on alternating weeks to allow for significant staff meeting time – fifth grade students at Kings Collegiate received weekly:

- 10 periods of Mathematics (Math Procedures and Math Problem Solving)
- 10 periods of English Language Arts (Reading and Writing)
- 5 periods of Social Studies
- 5 periods of Science
- 1 periods of Advisory/Character Education

- 4 periods of Enrichment

Kings Collegiate students extended their learning beyond the school day completing, on average, one-and-a-half 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!"

Kings Collegiate students began talking about college on the first day of school as their classes are named after well-known colleges. In advisory, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

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

- Art
- Yoga
- Multicultural activities
- Track
- Newspaper
- Soccer
- Basketball
- Cricket
- Tennis

From 4:30 to 5:30 PM, KCCS offers subject-specific tutoring and requires students struggling to 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." Collegiate 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 for tangible rewards. Every month, 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 2007-08 school year, Kings Collegiate students:

- Played kickball with staff members
- Ice-skated in Prospect Park
- Carved and took home pumpkins for Halloween
- Watched the film "Ratatouille"
- Played basketball against the staff
- Went to Little Italy for an Italian lunch

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2007-08, 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 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 2007-08, 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;
- were asked to offer input on the school on annual surveys, grading the school on how it was doing; and
- were offered the opportunity to watch their children perform in their chosen Enrichment activity at two public performances during the course of the year, each of which was followed by a potluck dinner.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

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 8 exams in Reading, Language Arts and Mathematics using the TerraNova Assessment (CTB/McGraw-Hill TerraNova 2nd Edition Basic Multiple Assessment). 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 5 internally development aligned Interim Assessments and a Final Exam in English Language Arts (Reading and Writing) during the 2007-08 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. 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 entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, Kings Collegiate 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.

The Interim Assessments from 2007-08 provided valuable data on the overall English Language Arts program at Kings Collegiate. As a result, KCCS continued to strengthen and enhance the ELA program in several important ways. Kings Collegiate:

- continued double periods of Reading and Writing instruction daily;
- implemented a school-wide grammar scope and sequence;
- devoted even more time to developing vocabulary skills;
- created more opportunities for independent practice of reading comprehension and writing in our morning "THINKwork" assignments;
- integrated more reading comprehension and writing work into Science and History classes;

- assessed students' reading comprehension skills at the beginning and end of the school year using the McLeod Assessment of Reading Comprehension and used performance data to place students who were struggling the most with comprehension into a Visualizing-Verbalizing program;
- assessed students' decoding skills at the beginning of the year using an assessment from the Woodcock Johnson battery of tests and used performance data to place our lowest-skilled decoders into a Wilson Reading Intervention program

Additionally, KCCS plans to strengthen the ELA program in 2008-09 by:

- encouraging and providing 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;
- selecting leveled texts for whole-class reading instruction that are more accessible for our lowest-skilled readers;
- breaking our lowest-skilled fifth grade reading class into three sections for daily, small-group instruction;
- regularly exposing students to nonfiction texts and unfamiliar short passages;
- providing our lowest-skilled readers with daily decoding and vocabulary instruction through Words Their Way;
- developing a beginning- and end-of-year writing task for both 5th and 6th grade that will show development of individual students' writing skills;
- continuing to use historical fiction novels in 5th and 6th grade History classes to 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 more than one grade; and
- formalizing our advisory Read Aloud time to include more specific skill-building activities.

Goal 1: 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 English language arts examination.

Method

The school administered the New York State Testing Program English Language Arts assessment to students in 5th grade in January 2008. Each student's raw score has been converted to a grade-specific scaled score and a performance level. 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.

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.

**2007-08 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	78				78
6					
7					
8					
All	78				78

Results

As we have just completed our first school year, we do not have any students enrolled in at least their second year at our school so this measure is not yet applicable to us.

**Charter School Performance on 2007-08 State English Language Arts 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	
3	All Students						
	Students in At Least 2 nd Year						
4	All Students						
	Students in At Least 2 nd Year						
5	All Students	1%	41%	56%	1%	57%	78
	Students in At Least 2 nd Year	N/A	N/A	N/A	N/A	N/A	N/A
6	All Students						
	Students in At Least 2 nd Year						
7	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						
All	All Students	1%	41%	56%	1%	57%	78
	Students in At Least 2 nd Year	N/A	N/A	N/A	N/A	N/A	N/A

Evaluation

We look forward to utilizing this measure when we receive next year’s State Exam results for our returning students. Looking at just this year’s data, we noted that a high number of students scored just below the cut-off for proficiency: 5 students missed proficiency and Level 3 by one question, and 11 students missed proficiency by 3 questions. We recognize that we had only about 4 months with

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.

our students before they took this exam, and are confident that we will make more significant gains with our students by next year's exam date, after students will have attended Kings Collegiate for nearly 1½ years.

During the 2008-09 school year, we plan to improve our existing program by:

- Tightening the coordination and alignment of our Reading and Writing curriculum by providing daily common planning time for our Reading and Writing teachers and ensuring that literacy skills are reinforced across classes.
- Introducing our students more regularly to nonfiction and short text passages, to supplement our focus on whole class novel-based literacy instruction.
- Focusing on our lowest-skilled readers by selecting leveled texts for whole-class reading instruction that are more accessible for them; utilizing small groups for daily reading instruction; and providing them with daily decoding and vocabulary instruction through Words Their Way;

Additional Evidence

Our students' results on the TerraNova exam help provide a sense of our progress against these results. Despite the fact that Kings Collegiate's curriculum is based on the New York State Learning Standards, and not on the curriculum from which the TerraNova is drawn, KCCS students showed strong improvement from the first administration of the exam in late August 2007 to the second administration of the exam in early June 2008.

When our 5th grade students first entered KCCS, less than half of the students were performing at the national average (50th percentile) on the Reading exam and slightly more than half of the students were performing at the national average (50th percentile) on the Language Arts exam. After only nine months at KCCS, the percentage of students scoring above this national average improved, particularly showing strong improvement in Reading.

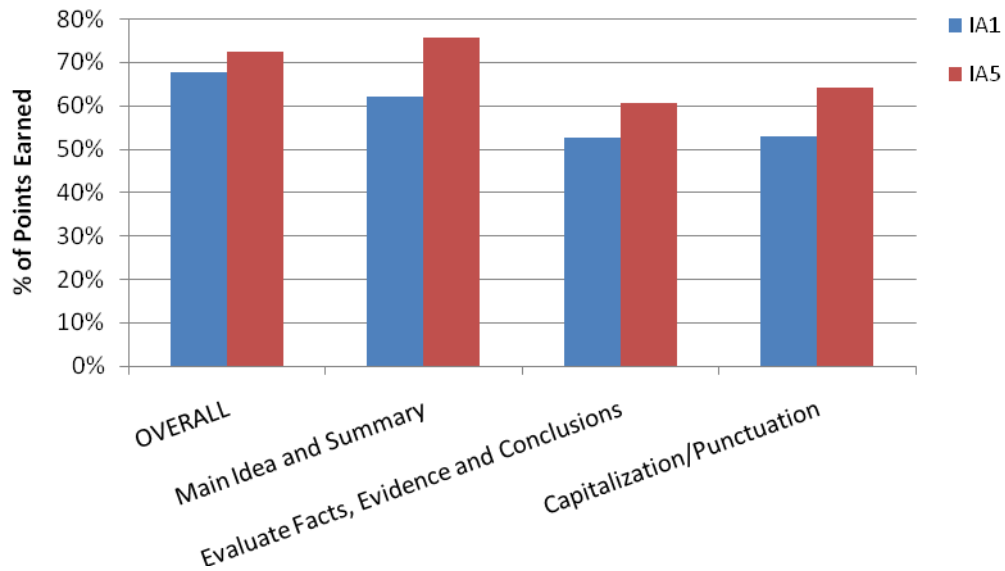
5th Grade/Class of 2015 – % at or above national average (50th percentile)			
TERRANOVA	2007 5th Grade Pre-Test 72 students	2008 5th Grade Post-Test 72 Students	1-YEAR CHANGE
Reading	45.8%	61.1%	+ 15.3%
Language Arts	52.8%	59.7%	+ 6.9%

Similarly, the increase in Mean Normal Curve Equivalent scores of students in Reading and Language Arts shows that student proficiency at Kings is increasing.

5th Grade/Class of 2015 – Mean Normal Curve Equivalent			
TERRANOVA	2007 5th Grade Pre-Test 72 students	2008 5th Grade Post-Test 72 Students	1-YEAR CHANGE
Reading	48.2	54.3	+ 6.1
Language Arts	47.7	53.9	+ 6.2

Our results from the Interim Assessments also demonstrated student growth on reading grade-level material and answering questions based on the material. As standards were retested throughout the 2007-08 school year, the percentage of questions answered correctly increased as students developed stronger reading skills. For example, Kings fifth graders' ability to identify the main idea in a passage increased from 62% accuracy in October to 76% accuracy in June. Similarly, in October, fifth grade students earned only 53% of points related to capitalization and punctuation: this percentage increased to 64% by June. Student growth overall and an example of growth on tested reading standards, from Interim Assessment #1 to Interim Assessment #6 (final exam), is shown below:

**2007-08 Interim Assessment Comparison:
Overall and By Standard**



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 2007-08 is 133. 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 table shows the composition of our aggregate PI score of 141.0.

Calculation of 2007-08 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	1.3%	41.0%	56.4%	1.3%	78

$$\begin{array}{rcl}
 \text{PI} & = & 41.0 + 56.4 + 1.3 = 98.7 \\
 & & + 56.4 + 1.3 = 42.3 \\
 \text{PI} & = & \mathbf{141.0}
 \end{array}$$

Evaluation

Kings Collegiate’s 2007-08 English Language Arts Performance Index of 141.0 exceeds this year’s English Language Arts Annual Measurable Objective of 133, which fulfills this measure.

Additional Evidence

As we have just completed our first school year, this is the first year we have state assessment data and have a PI. We look forward to seeing the comparison between this year’s performance and next year’s performance.

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

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06							122	
2006-07							122	
2007-08	5	78	1.3%	41.0%	56.4%	1.3%	141	133

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

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

As we have just completed our first school year, we do not have any students enrolled in at least their second year at our school so this measure and the accompanying chart are not yet applicable to us.

Evaluation

N/A

Additional Evidence

N/A

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 2007-08 analysis is not yet available. As we have just completed the school's first year, we do not yet have data from prior years.

Results

Results are to be determined once the state’s release of poverty data and the 2007-08 analysis is available.

2007-08 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						
6						
7						
8						
All						

School’s Overall Comparative Performance:
<i>TBD</i>

Evaluation

TBD

Additional Evidence

TBD

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05						
2005-06						
2006-07						
2007-08						

Goal 1: Growth Measure

Each year, 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.

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 proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. 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 following table presents the cohort growth data for students within a grade level cohort who took the state exam in 2007-08 and also have a state exam score in 2006-07. The percentage scoring at Level 3 and 4 increased from 55.9% in 2006-07 to 58.8% in 2007-08, but did not achieve the target of 65.4% proficiency.

Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4					
5	68	55.9%	65.4%	58.8%	NO
6					
7					
8					
All	68	55.9%	65.4%	58.8%	NO

Evaluation

68 5th graders at Kings Collegiate took the state English Language Arts exam in 2006-07 at another New York public school. 55.9% were proficient in 2006-07 and our target for this growth measure was 65.4% (i.e., reducing by one-half the gap between that number and 75 percent scoring at or above Level 3 on the current year’s state English Language Arts exam). 58.8% of the cohort received a Level 3 or above on the 2007-08 state English Language Arts exam, meaning that we did not achieve that target.

Though the cohort’s performance increased, we did not make the kind of progress that we would have hoped for. We know, however, that the students in this cohort were only at our school for about four months before taking the exam and are confident that these scores will increase next year, especially since students will have attended Kings Collegiate for nearly 1½ years. Also, looking at just this year’s data, we noted that a high number of students scored just below the cut-off for proficiency: 5 students missed proficiency and Level 3 by one question, and 11 students missed proficiency by 3 questions.

Additional Evidence

N/A

Summary of the English Language Arts Goal

We look forward to next year’s data, which will present us with our first opportunity to measure the proficiency of tested students who are enrolled at Kings Collegiate for their second year. This will allow us to ascertain our school’s performance along the absolute measure of 75% of tested students enrolled in their second year performing at or above Level 3. It will also enable us to assess our achievement of the comparative measure of the percentage of tested students enrolled in their second year demonstrating proficiency exceeding that of all students of the same grade level in the local school district.

The data was also not yet available as of the writing of this report for the comparative measure of exceeding our predicted level of performance on the State exam by at least a small Effect Size.

In terms of the other measures, our school’s aggregate Performance Index (141) on the State exam, did meet the Annual Measurable Objective of 133 set forth in the state’s NCLB accountability system. We did not, however, achieve the measure of our grade-level cohort reducing by one-half the gap between the percent at or above Level 3 on the previous year’s State exam and 75% at or above Level 3 on the current year’s state exam. We made some progress towards meeting that goal, but are confident that another year with our students will lead us to the level of performance we seek.

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
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.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Data not Available Yet
Growth	Each year, 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 exam and 75 percent at or above Level 3 on the current year’s State exam.	Did Not Achieve

Action Plan

To achieve this goal, next year, we plan on implementing several important steps:

- We plan to encourage greater collaboration between our Writing and Reading teachers by providing daily common planning time. Students will do more writing about what they are reading.

- We plan to devote increased attention to our lowest-skilled readers. We will select leveled texts that are more accessible to these developing readers, provide them with daily decoding and vocabulary instruction through Words Their Way, and break their class into three sections in order to better differentiate daily instruction and pacing of the material.
- We believe that greater exposure to nonfiction texts and unfamiliar short passages, in addition to class novels, will help increase our students' reading comprehension skills.
- We plan to continue to use historical fiction novels in 5th and 6th grade History classes to further enhance literacy instruction in our middle school;
- A large number of students scored at a high Level 2, so we plan to target these students for more focused reading instruction through tutoring and Saturday School and to spend time reemphasizing basic core skills such as time management, pacing, relaxation, and proof-reading to ensure that students are truly demonstrating their knowledge on the test.

MATHEMATICS

Goal 2: Mathematics

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

Background

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 8 exams in Reading, Language Arts and Mathematics using the TerraNova Assessment (CTB/McGraw-Hill TerraNova 2nd Edition Basic Multiple Assessment). 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 4 internally development aligned Interim Assessments and a Final Exam in Math during the 2007-08 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 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, Kings Collegiate 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.

The Interim Assessments from 2007-08 provided valuable data on the overall Math program at Kings Collegiate. As a result, KCCS continued to strengthen and enhance the Math program in several important ways. Kings Collegiate:

- continued double periods of Math daily, one class focused more on Procedures, the other on Problem Solving;
- celebrated student achievement in Math through Pi Day, and Math Night as a Family Involvement Committee meeting;
- supported students with special needs through targeted intervention both through push-in support during class and through small-group instruction out of class;

- offered math enrichment through individual and team-based participation at local charter school-run Math competitions;
- reinforced math skills in daily science classes; and
- provided opportunities for practice and skill building through daily THINKwork assignments.

Goal 2: 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 mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 5th grade in January 2008. 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.

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.

**2007-08 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	75				75
6					
7					
8					
All	75				75

Results

As we have just completed our first school year, we do not have any students enrolled in at least their second year at our school so this measure is not yet applicable to us.

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

**Charter School Performance on 2007-08 State Mathematics 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	
3	All Students						
	Students in At Least 2 nd Year						
4	All Students						
	Students in At Least 2 nd Year						
5	All Students	0%	9.3%	57.3%	33.3%	90.6%	75
	Students in At Least 2 nd Year	N/A	N/A	N/A	N/A	N/A	N/A
6	All Students						
	Students in At Least 2 nd Year						
7	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						
All	All Students	0%	9.3%	57.3%	33.3%	90.6%	75
	Students in At Least 2 nd Year	N/A	N/A	N/A	N/A	N/A	N/A

Evaluation

We look forward to utilizing this measure when we receive next year’s State Exam results for our returning students. Looking at just this year’s data, however, we are pleased that of the 75 students tested (all of whom are enrolled in their first year), 90.6% demonstrated proficiency by performing at Level 3 or 4. We think this preliminary data suggests that we are on the right track with our math instruction and our students. Compared to other New York City charter schools, we outperformed the average proficiency level of 84.1%. Additionally, our proficiency level places us in the top third of all New York City charter schools with 5th grade results – 6 out of the 10 schools who had a higher percentage proficiency had students enrolled at the school since Kindergarten.

Additional Evidence

Our students’ results on the TerraNova exam help provide a sense of our progress against these results. Despite the fact that Kings Collegiate’s curriculum is based on the New York State Learning Standards, and not on the curriculum from which the TerraNova is drawn, KCCS students showed strong improvement from the first administration of the exam in late August 2007 to the second administration of the exam in early June 2008.

When our 5th grade students first entered KCCS, slightly more than three out of five of the students were performing above the national average (50th percentile) on the Mathematics exam. After only nine months at KCCS, the percentage of students scoring above this national average improved to almost three out of four students performing above the national average.

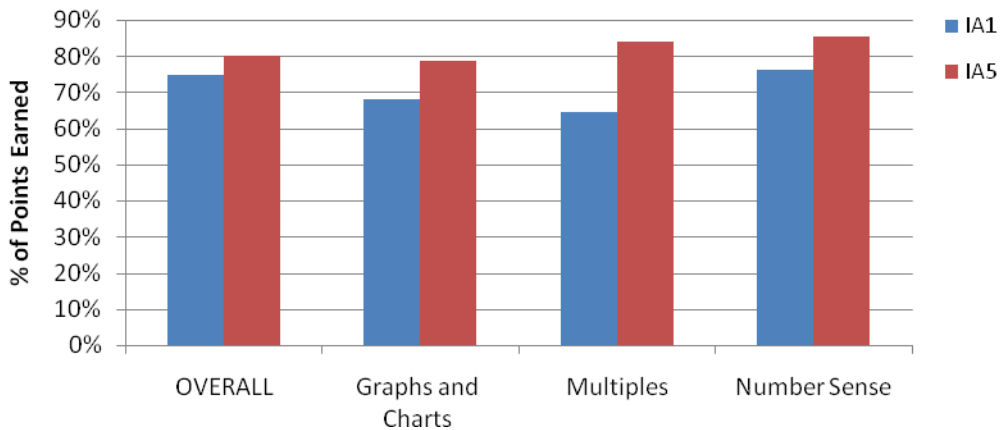
5th Grade/Class of 2015 – % at or above national average (50th percentile)			
TERRANOVA	2007 5th Grade Pre-Test 72 students	2008 5th Grade Post-Test 72 Students	1-YEAR CHANGE
Math	62.5%	73.6%	+ 11.1%

Similarly, the increase in Mean Normal Curve Equivalent scores of students in Math shows that student proficiency at Kings is increasing.

5th Grade/Class of 2015 – Mean Normal Curve Equivalent			
TERRANOVA	2007 5th Grade Pre-Test 72 students	2008 5th Grade Post-Test 72 Students	1-YEAR CHANGE
Math	54.0	61.0	+ 7.0

Our results from the Interim Assessments also show that our students are making progress in mathematics. As standards were retested throughout the 2007-08 school year, the percentage of questions answered correctly increased as students developed stronger math skills. For example, Kings fifth graders’ ability to understand and utilize multiples increased from 65% accuracy in October to 84% accuracy in June. Similarly, in October, fifth grade students earned only 68% of points related to graphs and charts: this percentage increased to 79% by June. Student growth overall and an example of growth on tested math standards, from Interim Assessment #1 to Interim Assessment #6 (final exam), is shown below:

2007-08 Interim Assessment Comparison: Overall and By Standard



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 English Language Arts. 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 2007-08 is 102. 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 table shows the composition of our aggregate PI score of 190.6

Calculation of 2007-08 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5	0	9	57	33	75

$$\begin{array}{rclclclcl}
 \text{PI} & = & 9.3 & + & 57.3 & + & 33.3 & = & 100 \\
 & & & & + & & 33.3 & = & 90.6 \\
 & & & & & & \text{PI} & = & \mathbf{190.6}
 \end{array}$$

Evaluation

Kings Collegiate’s 2007-08 Mathematics Performance Index of 190.6 exceeds this year’s Mathematics Annual Measurable Objective of 102, which fulfills this measure. Our PI exceeds the AMO by 87%.

Additional Evidence

As we have just completed our first school year, this is the first year we have state assessment data and have a PI. We look forward to seeing the comparison between this year’s performance and next year’s performance, and hope to exceed our already encouraging scores.

**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		
2005-06							122	
2006-07							122	
2007-08	5	75	0	9.3	57.3	33.3	190.6	

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

As we have just completed our first school year, we do not have any students enrolled in at least their second year at our school so this measure and the accompanying chart are not yet applicable to us.

Evaluation

N/A

Additional Evidence

N/A

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 2007-08 analysis is not yet available. As we have just completed the school’s first year, we do not yet have data from prior years.

Results

Results are to be determined once the state’s release of poverty data and the 2007-08 analysis is available.

2007-08 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						
6						
7						
8						
All						

School’s Overall Comparative Performance:
<i>TBD</i>

Evaluation

TBD

Additional Evidence

TBD

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05						
2005-06						

2006-07						
2007-08						

Goal 2: Growth Measure

Each year, 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.

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 proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. 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 following table presents the cohort growth data for students within a grade level cohort who took the state exam in 2007-08 and also have a state exam score in 2006-07. The percentage scoring at Level 3 and 4 increased from 72.3% in 2006-07 to 90.7% in 2007-08, greatly surpassing the target of 73.7% proficiency.

Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4					
5	65	72.3%	73.7%	90.7	YES
6					
7					
8					
All					YES

Evaluation

65 5th graders at Kings Collegiate took the state Mathematics exam in 2006-07 at another New York public school. 72.3% were proficient in 2006-07 and our target for this growth measure was 73.7% (i.e., reducing by one-half the gap between that number and 75 percent scoring at or above Level 3 on the current year’s state Mathematics exam). 90.7% of the cohort received a Level 3 or above on the 2007-08 state Mathematics exam, meaning that we achieved the target and surpassed it by 17.0%.

We are pleased with our students' growth this year and look forward to seeing what they accomplish after being enrolled at our school for another year.

Additional Evidence

N/A

Summary of the Mathematics Goal

We look forward to next year's data, which will present us with our first opportunity to measure the proficiency of tested students who are enrolled at Kings Collegiate for their second year. This will allow us to ascertain our school's performance along the absolute measure of 75% of tested students enrolled in their second year performing at or above Level 3. It will also enable us to assess our achievement of the comparative measure of the percentage of tested students enrolled in their second year demonstrating proficiency exceeding that of all students of the same grade level in the local school district.

The data was also not yet available as of the writing of this report for the comparative measure of exceeding our predicted level of performance on the State exam by at least a small Effect Size.

Our success along the other measures indicates that we are making strong progress towards achievement of our goal of all students demonstrating competency in the understanding and application of mathematical computation and problem solving. Our school's aggregate Performance Index (190.6) on the State exam met and greatly surpassed the Annual Measurable Objective of 102 set forth in the state's NCLB accountability system. We also far outshot the measure of our grade-level cohort reducing by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75% at or above Level 3 on the current year's state exam: 90.7% of the grade-level cohort scored advanced or proficient versus 72.3% on last year's test. Our strong performance along these two measures demonstrates that we are on the right path with our math instruction.

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
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.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	TBD
Growth	Each year, 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 exam and 75 percent at or above Level 3 on the	Achieved

	current year's State exam.	
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Action Plan

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

- Continue double periods of Math daily;
- Celebrate student achievement in Math through special events with students and families
- Support students with special needs through targeted intervention both through push-in support during class and through small-group instruction out of class;
- Offer math enrichment through participation Math competitions and enrichment opportunities;
- Reinforce math skills in daily science classes; and
- Provide opportunities for practice and skill building through daily THINKwork assignments.

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 fifth and sixth grade science curriculum is designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in the seventh and eighth grades. During the 2007-2008 school year, KCCS students completed units of study on the Scientific Method and Measurement, Physics, Chemistry, and Biology. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that were adopted to align with our fifth grade science content. Science instruction consistently reinforced both math and reading skills, and our science teacher 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 math skills. In terms of supporting literacy, professional development 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

Schools administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2008. Each student's raw score is then 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.

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 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

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

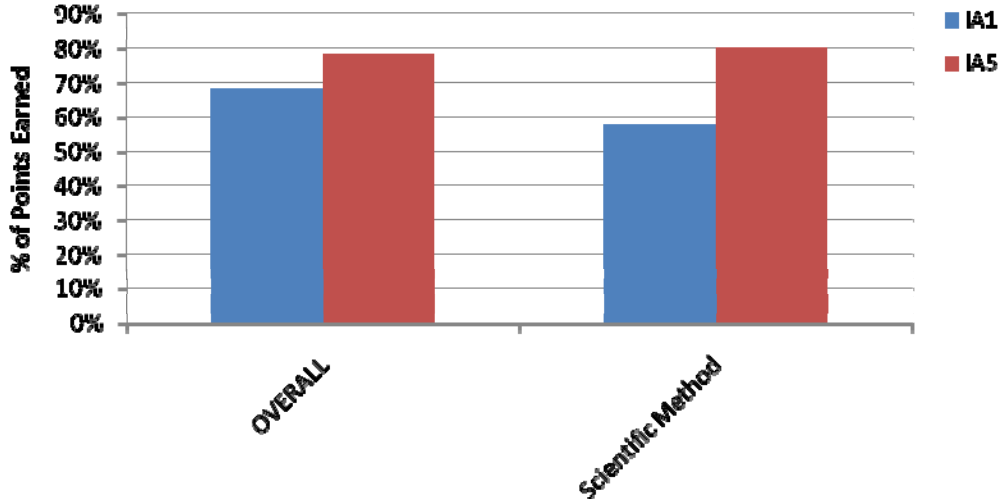
Additional Evidence

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 Interim Assessments, which show that our students are making progress in science. As standards were retested throughout the 2007-08 school year, the percentage of questions answered correctly increased as students developed stronger science-based skills. Kings fifth graders' overall scores grew from 68% in October to 79% in June. As an example, in October, fifth grade students earned only 58% of points related to the scientific method: this percentage increased to 80% by June. Student growth overall and an example of growth on tested science standards, from Interim Assessment #1 to Interim Assessment #6 (final exam), is shown below:

2007-08 Interim Assessment Comparison: Overall and By Standard



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 fifth and sixth grade 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 seventh and eighth grade;
- Provide professional development and common planning time dedicated to collaboration between science, math, and literacy teachers 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; and
- Ensure our new 6th grade Science teacher works in close collaboration with our returning 5th grade Science teacher to ensure consistency from grade to grade and class to class.

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 fifth grade History curriculum at KCCS consists of three parts. History instruction from August through November develops the most essential social studies skills and content knowledge with our students. The scope and sequence for these months 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 early May is based on three historical fiction novels. We use historical fiction as a means of continuing to develop students’ literacy skills while teaching historical content through a storyline. Fifth grade students read The Sign of the Beaver (Native American culture and early European settlement), The Witch of Blackbird Pond (early European settlement and Puritan culture), and My Brother Sam is Dead (American colonies and Revolutionary War). Each day’s history lesson is framed by 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 school year ends with a brief unit on New York City history.

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 2007. 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

As we just completed our first year of school, this measure does not yet apply to us.

**Charter School Performance on 2007-08 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	8.9%	10.1%	59.5%	21.5%	81.0%	79
	Students in At Least 2 nd Year	N/A	N/A	N/A	N/A	<u>N/A</u>	N/A

8	All Students						
	Students in At Least 2 nd Year						

Evaluation

Because our school starts in 5th grade, we will not have full data to assess this measure until this year’s students reach the 8th grade in 2010-11. The data from this year, however, is encouraging as of the 79 students taking the state Social Studies assessment in November, 81.0% scored at a Level 3 or Level 4.

Additional Evidence

N/A

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

As we just completed our first year of school, this measure does not yet apply to us.

Evaluation

Because our school starts in 5th grade, we will not have full data to assess this measure until this year’s students reach the 8th grade in 2010-11.

Additional Evidence

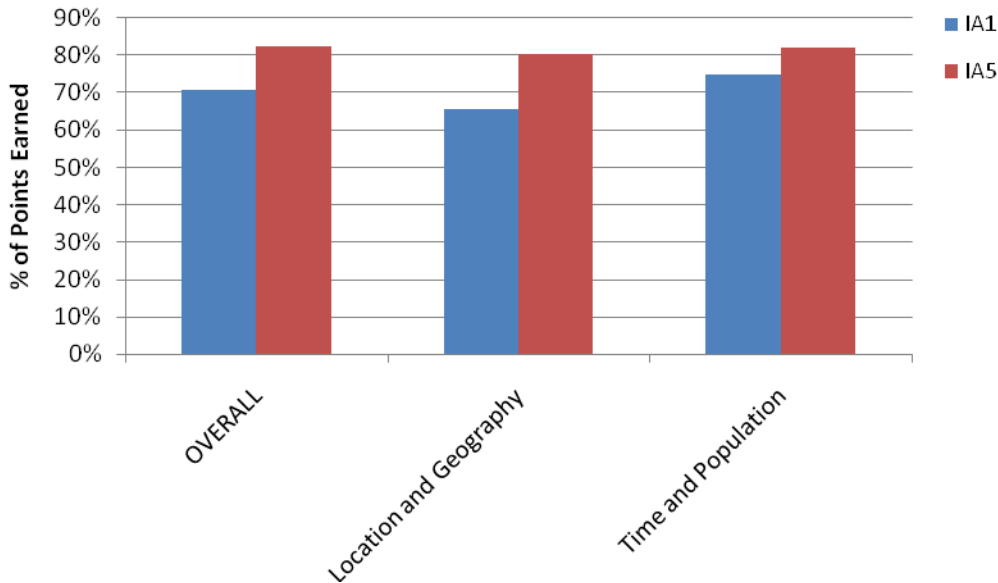
N/A

Summary

We will not have full 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 Interim Assessments, which show that our students are making progress in Social Studies. As standards were retested throughout the 2007-08 school year, the percentage of questions answered correctly increased as students developed stronger history-based skills. Kings fifth graders’ overall scores

grew from 68% in October to 79% in June. As an example, in October, fifth grade students earned only 58% of points related to the scientific method: this percentage increased to 80% by June. Student growth overall and an example of growth on tested science standards, from Interim Assessment #1 to Interim Assessment #6 (final exam), is shown below:

2007-08 Interim Assessment Comparison: Overall and By Standard



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 historical fiction as the vehicle for history instruction in the middle school grades;
- Provide professional development and common planning time dedicated to collaboration between our history and literacy teachers to ensure that the KCCS history curriculum continues to reinforce essential reading comprehension and writing skills;
- Ensure our new 5th grade History teacher works in close collaboration with our returning History teacher to ensure consistency from grade to grade and class to class.

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

The state has not yet issued its report indicating our Accountability Status.

Evaluation

TBD

Additional Evidence

N/A