

# Accountability Plan Progress Reports for the 2005-06 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools and Accountability*

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 the 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 their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans**. 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 exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

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.

# **KIPP STAR College Prep Charter School**

## **ACCOUNTABILITY PLAN PROGRESS REPORT, 2005 – 2006**

### **I. Introduction**

The 2005-2006 school year was the third year of operation for KIPP STAR College Prep Charter School. The school increased its size to serve 243 students and increased its faculty & staff from fourteen to 23. The school also completed an ambitious renovation project through the New York City Department of Education's School Construction Authority in order to accommodate the school's eventual growth plan to serve 320 students in grades 5-8. Despite the challenges of growth and construction, KIPP STAR was able to sustain the record of student achievement it began in its first year.

### **II. Progress towards Academic Goals**

During the 2005-2006 academic year, students in grades five through seven showed strong academic gains in the areas of English Language Arts and Mathematics.

Students at KIPP STAR College Prep Charter School participated in the New York State English Exam in January 2006 and the New York State Math Exam in March 2006. Overall the students at KIPP STAR outperformed students in middle schools in the school's surrounding neighborhood and in New York City.

Students entering KIPP STAR in grade five also took the Stanford-10 Core Battery in the fall of 2005, and the school used that baseline data to drive its instructional program. The Stanford-10 was administered to all students again in the spring of 2006. There was significant growth in the performance on the Stanford-10 from the fall to spring administrations of the test in fifth grade; additionally, sixth graders showed growth in their performance from the spring of 2005 to the administration in the spring of 2006 in Reading and Language Arts. Seventh graders did not show significant growth, as their scores showed slight improvement or decline; however, seventh graders on average still performed above grade level.

The following sections describe the progress the school is making towards achieving the goals set forth in its charter application.

*A. Goal I: All students at KIPP Star Charter School will become proficient readers and writers of the English language.*

Students in fifth, sixth, and seventh grade took the ELA exam in January 2006. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling.

The table below summarizes participation information for the January 2006 test administration.<sup>1</sup> 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 fewer than two years.

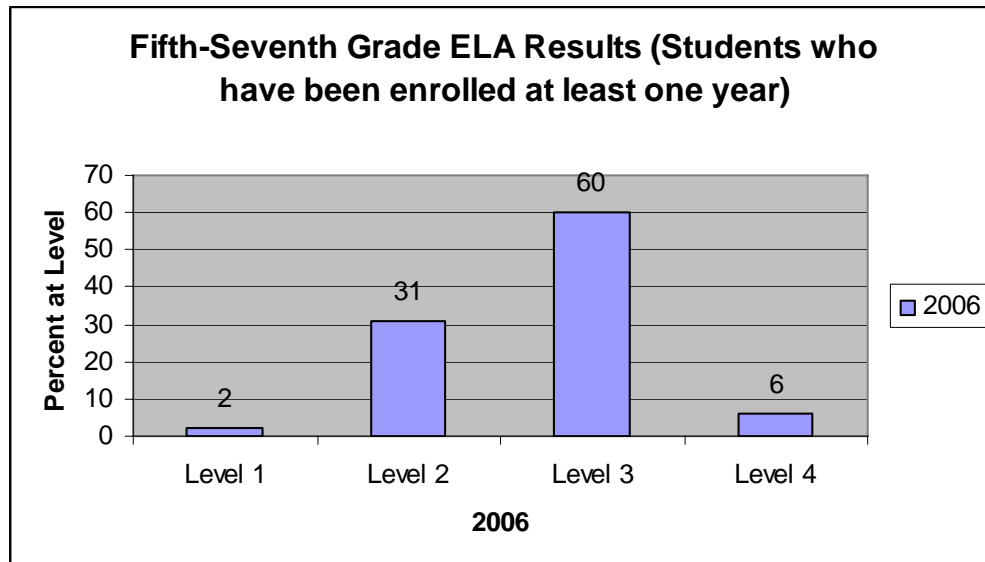
	Grade	Absent	Total Tested	Enrolled
2006	5	0	80	80
	6	0	81	81
	7	0	80	80
	All	0	241	241

## Results

The following table presents the test results for all students and for those students who were enrolled in at least their second year. Again, the outcome measure addresses only the performance of students in their second year at KIPP STAR College Prep.

Year	Population	Percent of Fifth through Seventh Grade Students at Each Performance Level				
		Level 1	Level 2	Level 3	Level 4	Levels 3&4
2006	All Students	2	34	60	4	64
	Students in at least 2 <sup>nd</sup> Year	2	31	60	6	66

The following chart shows the performance of KIPP STAR students in fifth through seventh grades who have been enrolled in at least their second year.

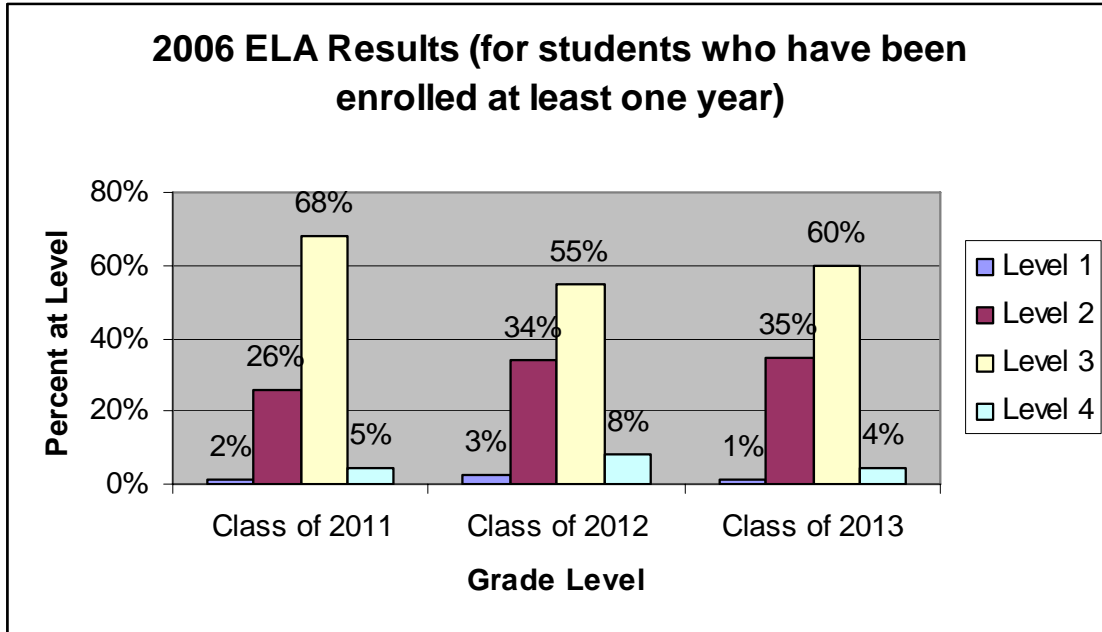


<sup>1</sup> Because of the new testing program, standards for Performance Levels on the 4th and 8th grade tests have changed. As year-to-year comparisons may not be valid, any discussion of trends over time must be approached with caution.

In 2006, 66 percent of this group of students performed at or above Level 3 (proficient) on the New York State English Language Arts Assessment (ELA).

**Evaluation**

The following chart presents the performance of each of the tested grades.

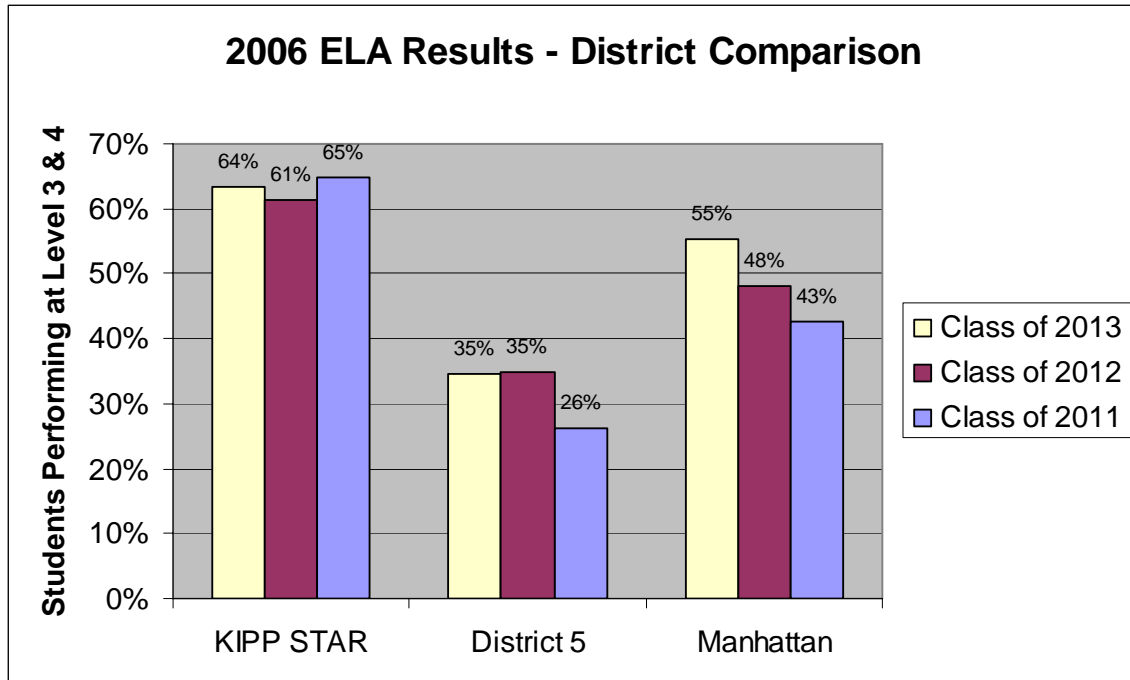


All three cohorts had over 63% of students scoring at Level 3 or Level 4, while less than 3% of students in each grade scored at Level 1.

We are especially encouraged by the strong results of the Class of 2011, the students who have been with us the longest. With 73% of the class scoring at Level 3 or 4, it is clear that our middle school program is having a great effect. School staff has used the data for all three grades to set ambitious goals for the 2006-2007 and to inform classroom instruction.

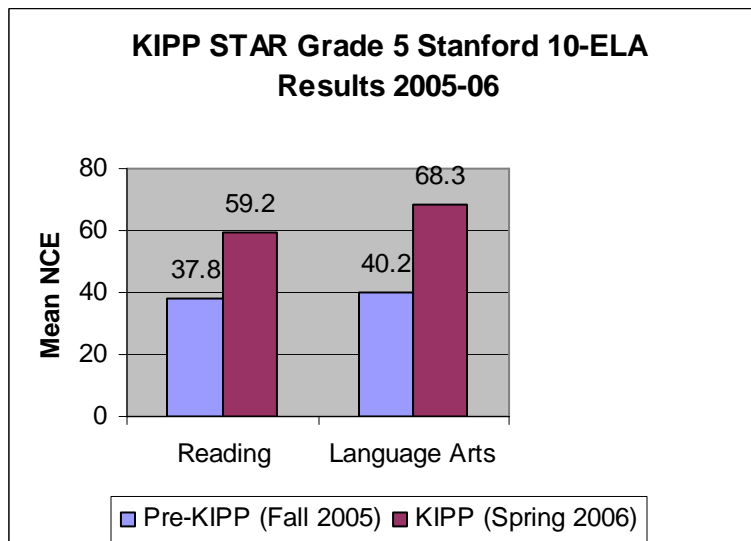
*District Comparison*

As the chart below indicates, the number of seventh grade students at KIPP STAR scoring at Level 3 and 4 was 39 percentage points higher than their counterparts in the surrounding district and 22 percentage points higher than students throughout Manhattan. Fifth and sixth graders at KIPP STAR outpaced their District 5 counterparts by 26-29 percentage points and their borough peers by 9 to 13 percentage points.

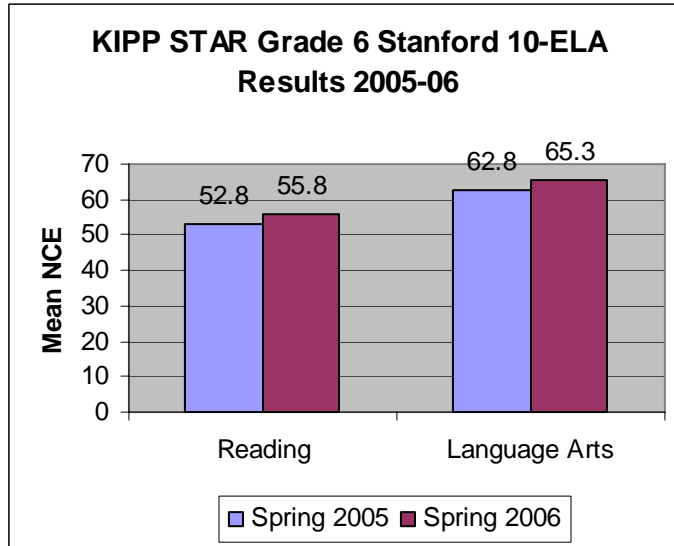


Additional Evidence

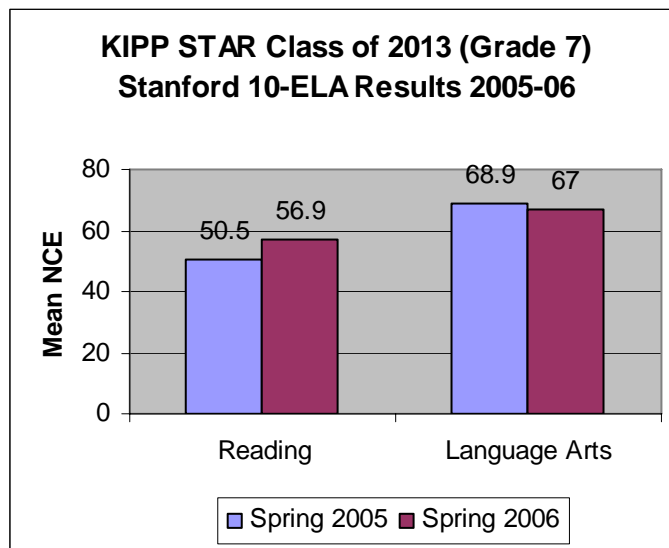
In addition to weekly tests in Reading, Spelling, and Grammar, students at KIPP STAR College Prep Charter School participated in the Stanford-10, a nationally-recognized norm-referenced standardized test. Results on the Stanford 10 are reported in Normal Curve Equivalent (NCE) scores, which range from 1 to 99. Students have achieved normal educational growth if their NCE scores remain the same from year to year. The national average NCE score is 50 and a score of 50 or higher indicates students are performing at or above grade level. KIPP STAR fifth graders achieved a 57% increase in their performance in Reading and a 69% overall increase in their performance in Language Arts. In both Reading and Language Arts students were performing well below grade level upon entering KIPP STAR. By the end of the year, on average, students were performing above grade level in both areas. The results can be found in the chart below.



KIPP STAR sixth graders also exceeded one year of growth during the 2005-2006 school year. Students in Grade 6 increased their performance in Reading by 6% and in Language Arts by 4%. The results are summarized in the charts below.



Academic gains in seventh grade were less dramatic. In Reading, scores increased by 2%, while Language Arts scores on the SAT-10 decreased by almost 2%. Seventh graders at KIPP STAR continue to perform far above grade level in both Reading and Language Arts. Their scores are summarized below.



*B. Goal 2: All students at KIPP Star Charter School will demonstrate competency in the understanding and application of mathematical computation and problem-solving.*

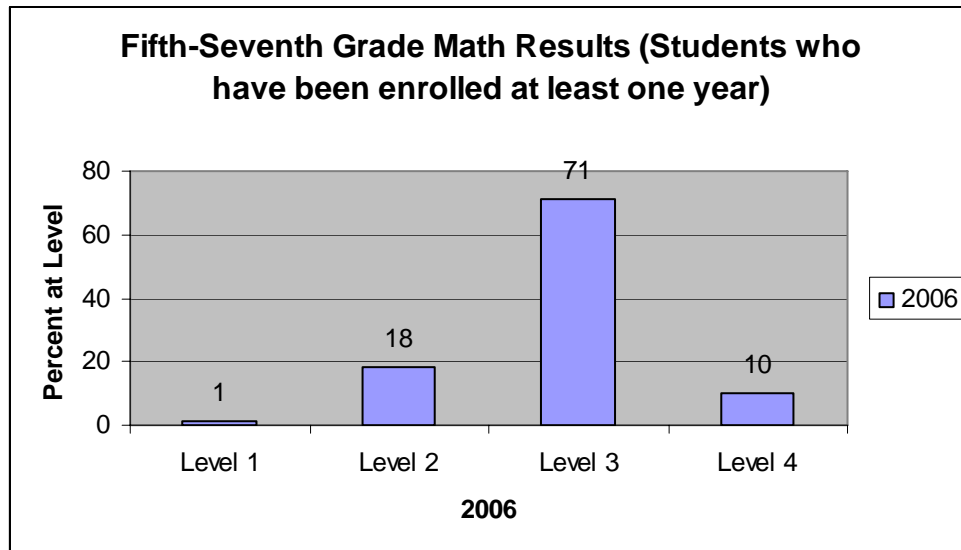
Students in fifth, sixth, and seventh grade took the math exam in March 2006. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling.

## Results

The following table presents the test results for all students and for those students who were enrolled in at least their second year. Again, the outcome measure addresses only the performance of students in their second year at KIPP STAR College Prep.

Year	Population	Percent of Fifth through Seventh Grade Students at Each Performance Level				
		Level 1	Level 2	Level 3	Level 4	Levels 3&4
2006	All Students	1	22	67	10	77
	Students in at least 2 <sup>nd</sup> Year	1	18	71	10	81

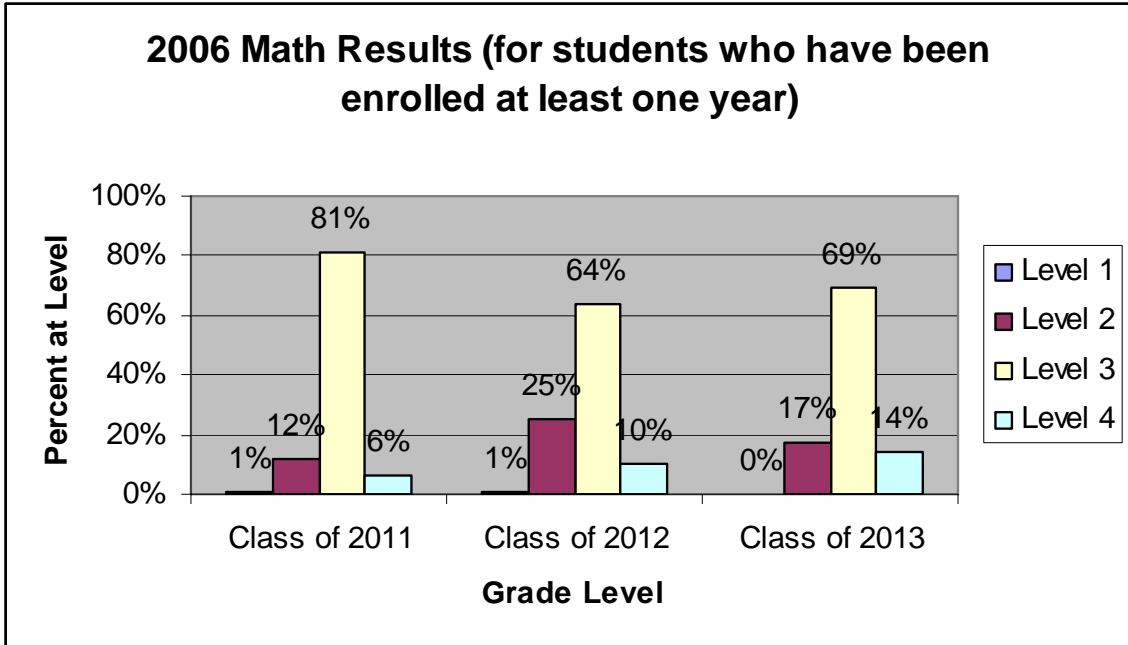
The following chart shows the performance of KIPP STAR students in fifth through seventh grades who have been enrolled in at least their second year.



In 2006, 81 percent of this group of students performed at or above Level 3 (proficient) on the New York State Mathematics Assessment.

## Evaluation

The following chart presents the performance of each of the tested grades.

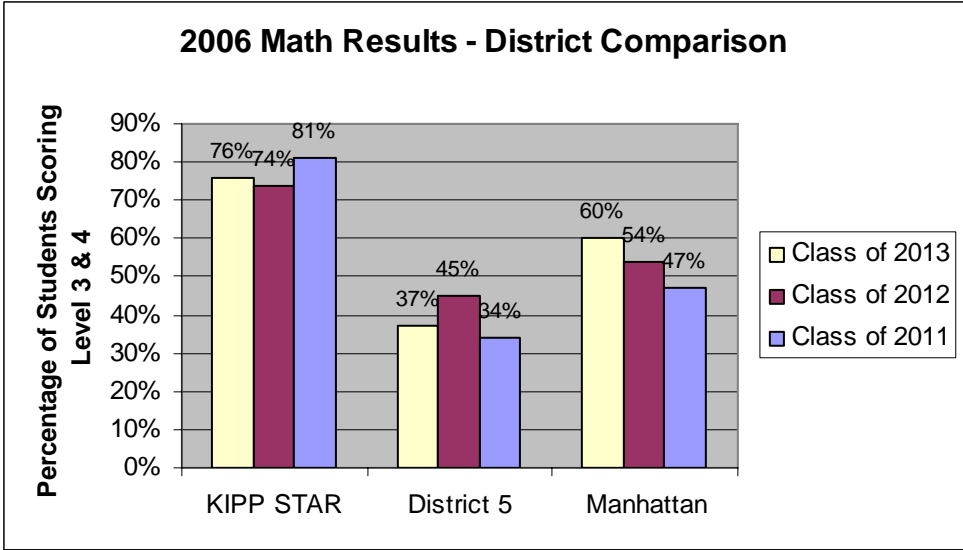


All three cohorts had over 74% of students scoring at Level 3 or Level 4, while less than 1% of students in each grade scored at Level 1.

We are especially encouraged by the strong results of the Class of 2011, the students who have been with us the longest. With 87% of the class scoring at Level 3 or 4, it is clear that our middle school program is having a great effect. Students in the Class of 2011 are on track to be successful in high school. School staff has used the data to set ambitious goals for the 2006-2007 school year and to inform daily instruction.

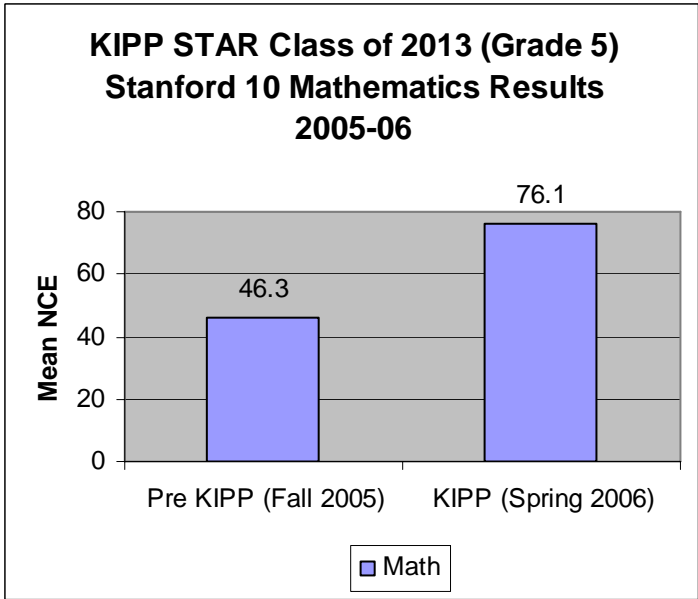
*District Comparison*

As the chart below indicates, the number of seventh grade students at KIPP STAR scoring at Level 3 and 4 was 47 percentage points higher than their counterparts in the surrounding district and 34 percentage points higher than students throughout Manhattan. Fifth and sixth graders at KIPP STAR outpaced their District 5 counterparts by 29-39 percentage points and their borough peers by 16 to 20 percentage points.

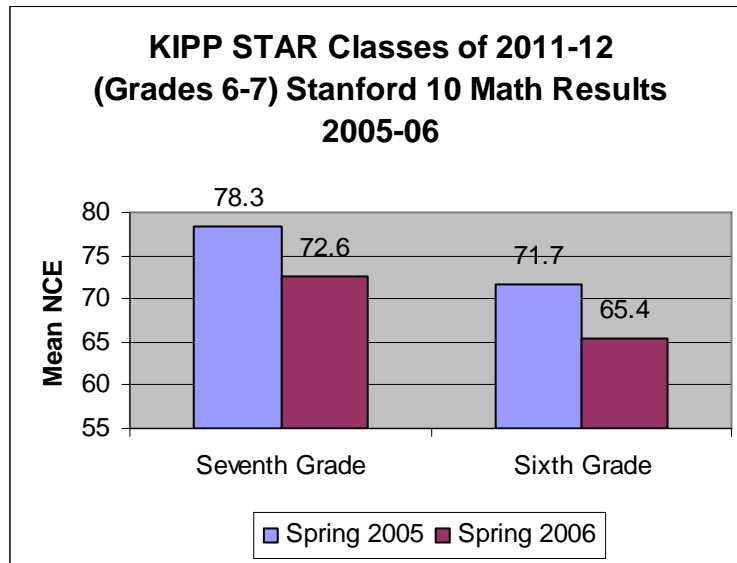


Additional Evidence

KIPP STAR students also showed significant academic growth in Mathematics as measured by the Stanford-10, a nationally-recognized norm-referenced standardized test. Results on the Stanford 10 are reported in Normal Curve Equivalent (NCE) scores, which range from 1 to 99. Students have achieved normal educational growth if their NCE scores remain the same from year to year. The national average NCE score is 50 and a score of 50 or higher indicates students are performing at or above grade level. KIPP STAR fifth graders achieved a 48% increase in their performance in Math from the fall administration to the spring. Upon entering KIPP STAR, fifth graders were, on average, performing below grade level, but, by the end of the year, students were performing above grade level in Math. The results can be found in the chart below.



KIPP STAR sixth graders did not post significant gain in Math as measured by the Stanford-10. There was a performance issue with the Math teacher, who was replaced mid-year. The school's leadership believes that inconsistency led to the disappointing test scores, which showed a decrease of 8%. KIPP STAR sixth graders continue to perform above grade level. KIPP STAR seventh graders also did not post significant academic gains as measured by the SAT-10. Seventh grade scores declined slightly, but students still performed well above grade level. The results are measured in the chart below:



*C. Goal 3: All students at KIPP Star Charter School will demonstrate competency in the understanding and application of scientific reasoning and problem-solving.*

Outcome measures for student performance in Science are not applicable until students complete 8<sup>th</sup> grade. Students at KIPP STAR participate in a rigorous, hands-on science class. Each class consists of a short lecture and a science lab. Students were taught the scientific method, and used experiments to prove or disprove assertions. Students were assessed weekly through teacher-created tests and lab write-ups. The school plans to integrate more data gathering and analysis into its science curriculum in order to strengthen students' scientific and mathematical problem solving abilities.

*D. Goal 4: All students at KIPP Star Charter School will demonstrate competency in the understanding and application of social, geographical, civic, and world studies.*

Outcome measures for student performance in Social Studies are not applicable until students complete the 8<sup>th</sup> grade. KIPP STAR students were assessed in social studies through weekly, teacher-created tests. Additionally, the social studies teacher worked on implementing reading strategies for non-fiction text to strengthen reading comprehension. KIPP STAR will infuse vocabulary acquisition strategies into its social studies curriculum to improve student vocabulary recognition and use.

### III. Organizational Data

#### A. Student Demographics and Information

The chart below gives information on KIPP STAR's 2005-2006 fifth, sixth, and seventh grade student population.

Race and Ethnicity	59% African-American	39% Latino
Percent Qualifying for Free-and- Reduced Lunch	88%	
Percent Retained in Grades 5, 6, and 7 Grade	8%	
Average Daily Attendance	97%	
Attrition Rate	3%**	

\*\* Includes students who moved away with their families or withdrew from the school voluntarily during the year.

#### B. Staff Retention

KIPP STAR College Prep's instructional staff consisted of one principal, one assistant principal, and twenty one full-time teachers during the 2005-2006 academic year. Three teachers have chosen to leave the school; two moved outside of New York City and one changed careers. All other teachers, the assistant principal, and the principal are returning. The school has successfully hired all instructional staff to accommodate the school's growth for the 2006-2007 school year.

**Student Assessment Data  
2005-06**

**Name of Charter School:** KIPP STAR College Prep Charter School

**Name of Test:** New York State Education Dept. 2005-06 Grades 3-8    **Subtest:** English Language Arts

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score*	Qualitative Level and Percent Attaining*	Other **
5	1/2006	80	0	0	0	80	64		
6	1/2006	81	0	0	0	81	61		
7	1/2006	80	0	0	0	80	65		

\*Percentage of students scoring Level 3 & 4.

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

**NOTE:** All State assessment results should be reported here as well.

**Name of C Student Assessment Data  
2005-06**

**Name of Charter School:** KIPP STAR College Prep Charter School

**Name of Test:** New York State Education Dept. 2005-06 Grades 3-8    **Subtest:** Math

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score*</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
5	4/2006	80	0	0	0	80	76		
6	4/2006	81	0	0	0	81	74		
7	4/2006	80	0	0	0	80	81		

\*Percentage of students scoring Level 3 & 4.

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

**NOTE:** All State assessment results should be reported here as well.

**Student Assessment Data  
2005-06**

**Name of Charter School:** KIPP STAR College Prep Charter School

**Name of Test:** Stanford 10

**Subtest:** Math

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score	Qualitative Level and Percent Attaining*	Other **
5	5/15/06	81	0	0	0	81	76.1		
6	5/15/06	79	0	0	0	79	65.4		
7	5/15/06	81	0	0	0	81	72.6		

Results on the Stanford 10 are reported in Normal Curve Equivalent (NCE) scores, which range from 1 to 99. Students have achieved normal educational growth if their NCE scores remain the same from year to year. The national average NCE score is 50 and a score of 50 or higher indicates students are performing at or above grade level.

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

**NOTE:** All State assessment results should be reported here as well.

**Name of Charter School:** KIPP STAR College Prep Charter School

**Name of Test:** Stanford 10

**Subtest:** Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score	Qualitative Level and Percent Attaining*	Other **
5	5/15/06	81	0	0	0	81	59.2		
6	5/15/06	79	0	0	0	79	55.8		
7	5/15/06	81	0	0	0	81	56.9		

Results on the Stanford 10 are reported in Normal Curve Equivalent (NCE) scores, which range from 1 to 99. Students have achieved normal educational growth if their NCE scores remain the same from year to year. The national average NCE score is 50 and a score of 50 or higher indicates students are performing at or above grade level.

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

**NOTE:** All State assessment results should be reported here as well.

**Name of Charter School:** KIPP STAR College Prep Charter School

**Name of Test:** Stanford 10

**Subtest:** Language

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score	Qualitative Level and Percent Attaining*	Other **
5	5/15/06	81	0	0	0	81	68.3		
6	5/15/06	79	0	0	0	79	65.3		
7	5/15/06	81	0	0	0	81	67		

Results on the Stanford 10 are reported in Normal Curve Equivalent (NCE) scores, which range from 1 to 99. Students have achieved normal educational growth if their NCE scores remain the same from year to year. The national average NCE score is 50 and a score of 50 or higher indicates students are performing at or above grade level.

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

**NOTE:** All State assessment results should be reported here as well.