

Accountability Plan Progress Reports for the 2006-07 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.

2006- 2007 Accountability Plan Progress Report

INTRODUCTION

KIPP STAR opened in July 2003 in Harlem, NY serving 87 fifth graders. In 2006-07, KIPP STAR reached full capacity with 307 5-8 graders. 97% of KIPP STAR students are African-American or Hispanic and 81% receive free or reduced lunch.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2002-03														
2003-04						87								87
2004-05						84	84							168
2005-06						81	79	81						241
2006-07						80	81	77	70					308

2006-07 Characteristics of Student Population

Characteristic	Percent	Number
American Indian, Alaskan, Asian or Pacific Islander	2	7
Black	62	191
White	1	2
Hispanic	35	108
Low-Income	81	248
Special Education	8	24
Limited English Proficient		NA

Goal 1: English Language Arts

All students at the school will become proficient in reading and writing of the English language.

BACKGROUND

In grades five and six, reading and writing are taught separately using a workshop model approach. The reading curriculum included vocabulary, meta-cognitive reading strategies, independent reading, and novel study. The writing curriculum included grammar, expository writing, and narrative writing. Each class is taught for ninety minutes per day. In order to make necessary gains for the class of 2014, the Reading A-Z guided reading program was also implemented for the entire fifth grade. In this program, students are split into small groups of five two times per week. During twenty to thirty minute sessions, students participate in a reading comprehension mini-lesson and practice it using an instructional level text. This program is a change from the SRA reading program used in the previous three years. In grade six, the guided reading program was used with students at

a reading level two or more grade levels behind. Students participated in this class, twice per week for forty-five minutes. Sixth graders who needed extra support in writing also participated in small group instruction twice per week for forty-five minutes. In grades seven and eight, reading and writing are taught collectively for ninety minutes per day using an English curriculum based on New York state standards. Each class focused on vocabulary, novel study, grammar, and literary essay writing. In seventh grade, students also participate in sustained silent reading for forty-five minutes, four times per week. In order to best serve our students with an IEP in all grades, a learning specialist provided extra support during the reading classes using the push-in model. The ELA department met weekly to discuss reading and writing instruction.

Goal 1, Measure 1: Absolute Proficiency

75 percent of all tested 8th grade students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination. 65% of all tested 7th grade students will score at levels 3 and 4.

Method

New York State administers an annual English language arts (ELA) exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State ELA Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. The exam was administered in January 2007, and 307 students in grades five through eight completed the exam. This measure looks the 147 7th and 8th graders who have been with KIPP STAR for at least two years.

**2006-07 State ELA Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
7	77	0	0	0	77
8	70	0	0	0	70
All	147	0	0	1	147

Results

The following table presents the state ELA test results for students in grades 7 and 8, since those are the only students who have been with KIPP STAR for at least two full years.

**Charter School Performance on 2006-07 State ELA 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	
7	All Students	0	29	66	5	71	77
	Students in At Least 2 nd Year	0	29	66	5	71	77
8	All Students	0	37	59	4	63	70
	Students in At Least 2 nd Year	0	37	59	4	63	70
All	All Students	0	33	63	5	68	147
	Students in At Least 2 nd Year	0	33	63	5	68	147

Evaluation

While the 7th grade cohort did surpass the goal of 65% proficiency by 6 percentage points, the 8th grade class fell short of the 75% proficiency goal by 12 percentage points. Although we wish our inaugural class had met the graduation goal set forth in the Accountability Plan, we are encouraged by the 7th grade results and are optimistic that both next year's 7th and 8th grade classes will exceed the target goals. A focus next year on creating quality assessments so that we differentiate appropriately will also ensure goal attainment.

Goal 1, Measure 2: Comparative Proficiency

Each year, KIPP STAR will have a greater percent of students at Levels 3 and 4 than IS 195, JHS 143 and District 5 for grades seven and eight..

Method

The schools listed above are the most comparable schools in the neighborhood. District 5 is KIPP STAR's home district. Only grades seven and eight are compared.

Results

The table below compares KIPP STAR's 7th and 8th graders to the neighboring schools and home district.

**2006-07 State ELA Exam
KIPP STAR and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4							
	Charter School Students in at least 2 nd Year		District 5 Students		IS 195 Students		JHS 143 Students	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	71	77	34	1309	23	357	21	362
8	63	70	26	1430	18	365	27	501
All	67	147	30	2739	20	722	24	863

Evaluation

This comparative goal was met and far exceeded. KIPP STAR students scored at Level 3 and 4 at more than double the rate of those students in District 5 and in the neighboring middle schools. We attribute this to a focus on strategically using student achievement data to drive our ELA instruction.

Additional Evidence

These results are consistent with results from 2005-06, when the number of seventh grade students at KIPP STAR scoring at Level 3 and 4 was 39 percentage points higher than their counterparts in District 5

Goal 1, Measure 3: Stanford 10 Reading

Cohorts of KIPP STAR students will reduce by one half the gap between their baseline or prior year’s performance and grade level (NCE=50) on the Stanford 10 Total Reading Battery. By the end of grade 8, the cohort will be at 50 NCE.

Method

In May, all KIPP STAR College Prep Charter School students 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.

Results

The table below shows KIPP STAR’s progress on the Stanford 10 Reading test

2007 Stanford 10 Reading Results

	5th (Baseline)	N	5th (Spring)	N	6th (Spring)	N	7th (Spring)	N	8th (Spring)	N
Class of 2011	35.2	86	50.5	85	55.7	82	56.9	81	60.4	70
Class of 2012	39.5	86	52.8	83	55.8	79	58.1	78		
Class of 2013	37.8	82	59.2	81	54.2	81				
Class of 2014	33.1	80	45.9	80						

Evaluation

This goal was met and far exceeded. With the exception of this year’s 5th graders, all KIPP students have surpassed an NCE score of 50 by the end of their 5th grade year. KIPP STAR’s first graduating class finished with a 60 NCE exceeding the goal by 10 points. The Class of 2014, which entered KIPP STAR at the lowest baseline level of all four classes, gained 12 NCE points, exceeding the goal of reducing the gap by one half between the baseline and an NCE of 50. We realize that we did not attain our fifth grade goal due to a programmatic change in fifth grade reading. Next year, we will return to the SRA program for our fifth graders.

Goal 1, Measure 4: ELA Assessment Progress

Cohorts of KIPP STAR students will reduce by one half the gap between their baseline or prior year’s performance and the eighth grade proficient performance level on the state ELA assessment.

Method

New York State administers an annual English Language Arts (ELA) exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State ELA Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. The exam was administered in January 2007, and 309 students in grades five through eight completed the exam.

Results

The table below shows KIPP STAR’s cohort growth on the State ELA exam:

Cohort Growth on State ELA Exam from 2005-06 to 2006-07

Grade	Cohort Size	Percent at Levels 3 and 4			Change	Target Achieved
		2005-06	Target	2006-07		
5	80	NA	NA	45	NA	NA
6	81	64	69.5	63	-1	NO
7	77	73	74	71	-2	NO
8	70	65	70	63	-2	NO
All	309	67	71	66	-1	NO

Evaluation

This goal was not met. Although each cohort has closed the gap between their 5th grade baseline ELA test and the goal of 75% proficiency, it has not occurred at the steady pace that we had hoped. Going into the 2007-08, we will have a new, more experienced staff and will launch an intensive writing program, both of which should lead to steady improvements across all cohorts.

SUMMARY

Two of the four measures were achieved. However, we fell just short on the absolute % proficiency measure and the value-add ELA measure.

Measure	Type	Description	Outcome
1	Absolute	75 percent of all tested 8 th grade students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination. 65% of all tested 7 th grade students will score at levels 3 and 4.	Close
2	Comparative	Each year, KIPP STAR will have a greater percent of students at Levels 3 and 4 than IS 195, JHS 143 and District 5 for grades seven and eight..	Met
3	Value Add	Cohorts of KIPP STAR students will reduce by one half the gap between their baseline or prior year’s performance and grade level (NCE=50) on the Stanford 10 Total Reading Battery. By the end of grade 8, the cohort will be at 50 NCE.	Met
4	Value Add	Cohorts of KIPP STAR students will reduce by one half the gap between their baseline or prior year’s performance and the eighth grade proficient performance level on the state ELA assessment.	Did Not Meet

ACTION PLAN

We look forward to making specific changes to ELA curriculum and instruction in the upcoming year. The fifth grade will return to the use of the SRA reading program so that we will ensure consistency in instructional practices. Students reading two or more levels below grade level will continue participating in the guided reading program. Students one or two years above grade level will participate in a discussion-based reading group that will challenge them to continue growing. The sixth grade will continue to provide guided reading instruction to students two levels behind grade level. Learning specialists will also use the pull-out model for students who are significantly behind grade levels in grades five and six. They will continue to use the push-in model in six and seventh grades. We will also begin a school-wide focus on using quality assessments to gather student achievement data to drive our instruction so that we ensure that all of our students learn. In addition, we will implement a systematized intervention program for students who need further support. Both seventh and eighth grade students will participate in sustained silent reading for at least thirty minutes a day, four times per week. The ELA department will continue to participate in weekly meetings. However, an extended meeting will take place bi-monthly. Lastly, a new mentor teacher program and peer observation system will ensure that every teacher is consistently using effective teaching practices.

Goal 2: Math

All students at the school will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

The fifth, sixth, seventh, and eighth grade math curriculum is based on New York state standards. The seventh and eighth graders take algebra. All math classes are held for ninety minutes daily. In the fifth grade, students participate in an additional mathematics problem-solving class twice per week for forty-five minutes. In sixth grade, students who are two or more grade levels behind in math, receive extra support twice per week for forty-five minutes. Fifth and sixth graders also had the opportunity to join the Math Club which met once per week. This group of students placed second in a city math competition this year. Thirty-two eighth graders fulfilled the requirements so that they were eligible to take the Math A Regents in June. During the fourth quarter, the top performing seventh graders participated in the eighth grade algebra class. A learning specialist provided additional support during each seventh grade algebra class. The math department participated in weekly meetings.

Goal 1, Measure 1: Absolute Proficiency

75 percent of all tested 8th grade students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Math examination. 65% of all tested 7th grade students will score at levels 3 and 4.

Method

New York State administers an annual Mathematics exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State Math Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. Evaluation of this outcome measure is based on the percentage of students who are enrolled in at least their second year, that is, students who have been enrolled since at least BEDS day of the previous school year and score at Levels 3 and 4. The exam was administered in January 2007, and 307 students in grades five through eight completed the exam. This measure looks the 147 7th and 8th graders who have been with KIPP STAR for at least two years.

**2006-07 State Math Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
7	77	0	0	0	77
8	70	0	0	0	70
All	147	0	0	1	147

Results

The following table presents the state math test results for students in grades 7 and 8, since those are the only students who have been with KIPP STAR for at least two years.

**KIPP STAR Performance on 2006-07 State Math 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 ¾	
7	All Students	0	6	71	22	93	77
	Students in At Least 2 nd Year	0	6	71	22	93	77
8	All Students	0	24	69	7	76	70
	Students in At Least 2 nd Year	0	24	69	7	76	70
All	All Students	0	15	70	15	85	147
	Students in At Least 2 nd Year	0	15	70	15	85	147

Evaluation

This goal was met. The 7th grade cohort surpassed the goal of 65% proficiency by 28 percentage points, while the 8th grade class surpassed the goal of 75% proficiency goal by 1 percentage point.

Goal 1, Measure 2: Comparative Proficiency

Each year, KIPP STAR will have a greater percent of students at Levels 3 and 4 than IS 195, JHS 143 and District 5 for grades seven and eight..

Method

The schools listed above are the most comparable schools in the neighborhood. District 5 is KIPP STAR's home district. Only grades seven and eight are compared.

Results

The table below compares KIPP STAR's 7th and 8th graders to the neighboring schools and home district.

**2006-07 State Math Exam
KIPP STAR and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4							
	Charter School Students in at least 2 nd Year		District 5 Students		IS 195 Students		JHS 143 Students	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	93	77	45	1321	35	368	42	369
8	76	70	32	1449	31	378	41	517
All	90	147	38	2770	33	746	41	886

Evaluation

This comparative goal was met and far exceeded. KIPP STAR students scored at Level 3 and 4 at more than double the rate of those students in District 5 and in the neighboring middle schools.

Additional Evidence

These results are consistent with results from 2005-06, when the number of seventh grade students at KIPP STAR scoring at Level 3 and 4 was 47 percentage points higher than their counterparts in District 5.

Goal 1, Measure 3: Stanford 10 Math

Cohorts of KIPP STAR students will reduce by one half the gap between their baseline or prior year’s performance and grade level (NCE=50) on the Stanford 10 Math Battery. By the end of grade 8, the cohort will be at 50 NCE.

Method

In May, all KIPP STAR College Prep Charter School students 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.

Results

The table below shows KIPP STAR’s progress on the Stanford 10 Math test.

2007 Stanford 10 Math Results

	5th (Baseline)		5th (Spring)		6th (Spring)		7th (Spring)		8th (Spring)	
		N		N		N		N		N
Class of 2011	44	86	71.6	85	78.3	82	72.6	81	74.8	70
Class of 2012	47.9	86	71.7	83	65.4	79	74.9	77		
Class of 2013	46.3	82	76.1	81	69.9	81				
Class of 2014	41.9	82	71.7	80						

Evaluation

This goal was met and far exceeded. All KIPP students have surpassed an NCE score of 70 by the end of their 5th grade year. KIPP STAR’s first graduating class finished with a 75 NCE exceeding the goal by 25 points. The Class of 2014, which entered KIPP STAR at the lowest baseline level of all four classes, gained nearly 30 NCE points in less than one school year.

Goal 1, Measure 4: Math Assessment Progress

Cohorts of KIPP STAR students will reduce by one half the gap between their baseline or prior year’s performance and the eighth grade proficient performance level on the state mathematics assessment.

Method

New York State administers an annual mathematics exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State Math Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. Evaluation of this outcome measure is based on the percentage of students who are enrolled in at least their second year, that is, students who have been enrolled since at least BEDS day of the previous school year and score at Levels 3 and 4. The exam was administered in January 2007, and 309 students in grades five through eight completed the exam.

Results

The table below shows KIPP STAR's cohort growth on the State Math exam:

Cohort Growth on State Math Exam from 2005-06 to 2006-07

Grade	Cohort Size	Percent at Levels 3 and 4			Change	Target Achieved
		2005-06	Target	2006-07		
5	80	NA	NA	83	NA	NA
6	81	80	75	92	+12	Yes
7	78	74	75	93	+19	Yes
8	70	85	85	76	-9	No
All	309	79	75	87	+8	Yes

Evaluation

This goal was met and surpassed for all grades. We are encouraged by not only the high scores, but the steady gains made by grades 5-7 between 2005-06 and 2006-07.

SUMMARY

All four measures for this goal were met and exceeded. We are certainly pleased with our students’ performance in math and look forward to building on this success in the coming year.

Measure	Type	Description	Outcome
1	Absolute	75 percent of all tested 8 th grade students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Math examination. 65% of all tested 7 th grade students will score at levels 3 and 4.	Met
2	Comparative	Each year, KIPP STAR will have a greater percent of students at Levels 3 and 4 than IS 195, JHS 143 and District 5 for grades seven and eight..	Met
3	Value Add	Cohorts of KIPP STAR students will reduce by one half the gap between their baseline or prior year’s performance and grade level (NCE=50) on the Stanford 10 Total Math Battery. By the end of grade 8, the cohort will be at 50 NCE.	Met
4	Value Add	Cohorts of KIPP STAR students will reduce by one half the gap between their baseline or prior year’s performance and the eighth grade proficient performance level on the state ELA assessment.	Met

ACTION PLAN

The 2006-2007 school year was successful. In order to maintain the student achievement attained during this year, the math department will continue to participate in weekly meetings. In addition, they will also have bi-monthly extended meetings. We will also begin a school wide focus on using quality assessments to gather student achievement data to drive our instruction so that we ensure that all of our students learn. In addition, we will implement a systematized intervention program for students who need further support. Lastly, a new mentor teacher program and peer observation system will ensure that every teacher is consistently using effective teaching practices.

Goal 3: All students at KIPP STAR will demonstrate competency in the understanding and application of scientific reasoning and problem-solving.

Results

Ninety eight percent of 8th grade students scored a 3 or a 4 on the State Science Exam, meaning all but two students demonstrated a high level of competency in the understanding and application of scientific reasoning.

Goal 4: All students at KIPP STAR will demonstrate competency in the understanding and application of social, geographical, civic, and world studies.

Results

Seventy percent of 8th grade students scored a 3 on the Social Studies Exam.

Evaluation/Action Plan

Seventy percent of 8th grade students scored a 3 on the social studies exam. This data made clear that the school must focus additional attention on curriculum and materials development in social studies school-wide. KIPP STAR will specifically target this, the second year of the Data Driven Instruction Initiative to the content areas to ensure delivery of curriculum at appropriate levels of performance and reduce reliance on reading as the primary source of information and assessment.

Goal 5: Students who attend KIPP STAR will be capable of enrollment in college preparatory high schools.

Results

KIPP STAR's first graduating class of 8th graders matriculated into top college prep high schools including Spence, Deerfield, and Loomis Chaffee. Of the 70 graduates, 30 went to Catholic school, 10 went to boarding school, 2 went to day school and 28 went to public school. 12 have been selected for the SSP scholarship. One student received the Jack Cooke Kent scholarship which provides financial support for tuition for all higher education including professional degrees.

KIPP STAR students are attending the following high schools in the fall of 2007:

9% attend independent private schools, including:

Deerfield Academy
Elisabeth Irwin
The Foxcroft School
The Loomis Chaffee School
The Spence School
Westminster School

9% attend A Better Chance (ABC) Schools, including:

ABC Darien-Connecticut
ABC Madison-Connecticut
ABC Masconomet-Massachusetts
ABC New Canaan-Connecticut
ABC Strath Haven-Pennsylvania
ABC Winchester-Massachusetts

43% attend parochial schools in New York City, including:

Cardinal Hayes
Cathedral High School
Christo Rey High School
La Salle Academy
Mother Cabrini

Mount Saint Michael
Mount Saint Ursula
Notre Dame
Preston High School
Rice High School
Saint Agnes
Saint Michaels
Saint Raymond's

37% attend specialized public high school programs, including:

Brooklyn School for Music and Theater
Frederick Douglas Academy I and II
High School for Environmental Studies High School
Hunter Science High School
Millenium High School
Museum School
Pace High School
Thornton High School
Urban Assembly High School of Design and Construction