

# 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 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> 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.

**KIPP: TECH VALLEY  
CHARTER SCHOOL**



**2007-08  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

KIPP: TECH VALLEY Charter School  
1 Dudley Heights  
Albany, NY 12210  
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**KIPP: TECH VALLEY CHARTER SCHOOL**  
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**INTRODUCTION**

In August of 2005, KIPP TECH VALLEY opened its doors with the promise that hard work would lead to academic success and the road to college for underserved children in Albany with the mission that every KIPP: TECH VALLEY student would acquire and apply the knowledge skills and character habits necessary to succeed in high school, college and beyond. Three years later, results show that KIPP TECH VALLEY students have made impressive academic gains, proving that KIPP's "no shortcuts" philosophy pays off.

Students at KIPP TECH VALLEY not only commit to a three-week summer session but also attend school from 7:30am to 5:00pm Monday through Friday, participate in academic and extracurricular classes on alternating Saturdays, and complete up to two hours of homework each night. In addition to more time for core academic courses, KIPP TECH VALLEY’s longer school day, week, and year also allows students to participate in extracurricular activities such as art classes. Dedicated teachers are available by cell phone after hours for homework help and questions from parents.

The KIPP program of structure and high expectations combined with more time in the classroom has paid off. On last year’s New York State assessment, KIPP TECH VALLEY seventh graders outperformed both the Albany City School District and the New York State average in English language arts with 91 percent of them scoring proficient or advanced, and outperformed both the district and state in mathematics, with 100 percent of student’s scoring proficient or advanced.

**School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06						81								81
2006-07						91	75							166
2007-08						93	84	44						221

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

Students at the KIPP: TECH VALLEY Charter School will become proficient in reading and writing of the English language.

### **Background**

The KIPP English Language Arts curriculum is derived largely from the Fountas and Pinnell Readers Workshop, Scholastic Guided Reading and the Renaissance Learning Accelerated Reader program. Students in grades 5 and 6 receive 90 minutes of reading instruction daily, with an additional 40 minutes of small group remediation for grade 5 students who are reading below grade level. The remediation program, dubbed “No Shortcuts Reading”, incorporates the Scholastic Guided Reading program and the Wilson Reading program for emergent readers. Students are tested at regular intervals throughout the school year to evaluate their individual progress as part of the No Shortcuts program.

Additionally, students in grade 5 and 6 receive a minimum of 180 minutes a week of writing instruction. This curriculum reinforces New York State Grammar, Usage and Mechanics standards through a Writers Workshop approach structured around mini-lessons, student conferencing and rubric based feedback. Students in grade 7 receive 90 minutes of ELA instruction daily, with an additional 45 minute writing component every other day.

Finally, every student at KIPP Tech Valley is assigned 30-60 minutes of daily independent reading, assessed weekly through Accelerated Reader, as part of the KIPP Tech Valley Library program. Every book in the KIPP Tech Valley library is coded with a reading level and corresponding Accelerated Reading point value to ensure that both students and teachers are monitoring the pace and comprehension of independent reading.

### ***Goal 1, Measure 1: Absolute Proficiency***

By the 2008-09 school year, 75% of KIPP: TECH VALLEY Charter School Students who have been enrolled at the school for two or more years will score proficient (i.e. at level three) or better on the New York State English Language Arts assessment.

### **Method**

The New York State English Language Arts Tests are administered in two or three sessions on two or three consecutive days, depending on the grade level. The Grade 5 and Grade 7 English Language Arts Test consists of a section containing multiple-choice and short-response questions based on reading selections and a section containing multiple-choice and short-response questions based on a listening selection. The second section also contains an editing task.

The Grade 6 English Language Arts Test consists of a section containing multiple-choice questions based on reading selections, a second section containing short-response and extended response questions based on a listening selection, and a third section containing short-response and extended-response questions based on paired reading selections.

The tests were administered in accordance with the guidelines set forth by the New York State Education Department as outlined in the School Administrator’s Manual. A copy of the manual may be found here: <http://emsc32.nysed.gov/osa/sam/gr3-8ela-08.pdf>

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 <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
5	79	0	0	4	83
6	71	0	0	2	73
7	43	0	0	1	44
All	193	0	0	1	200

**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	
5	All Students	4	47	48	1	49	79
	Students enrolled for 2 or more years	n/a	n/a	n/a	n/a	n/a	n/a
6	All Students	0	41	56	3	59	71
	Students enrolled for 2 or more years	0	66	33	0	<b>33</b>	9
7	All Students	0	9	86	5	91	43
	Students enrolled for 2 or more years	0	6	88	6	<b>94</b>	34
All	All Students	2	36	60	3	64	193
	Students enrolled for 2 or more years	0	18.6	76.7	4.6	<b>81.3</b>	43

**Results**

Although not yet the 2008-09 school year, more than 75% of KIPP: TECH VALLEY Charter School students who have been enrolled at the school for two or more years scored proficient (i.e. at level three) or better on the New York State English Language Arts assessment. 35 out of 43 students earned a 3 or a 4 on the New York State ELA assessment, and the 8 students who did not all earned a performance level of 2.

**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.

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

**Results**

**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 - 8	2	36	60	3	193

$$\begin{array}{rcccccc}
 \text{PI} & = & 36 & + & 60 & + & 3 & = & 99 \\
 & & & & + & & 3 & = & 63 \\
 & & & & & & \text{PI} & = & \mathbf{162}
 \end{array}$$

**Evaluation**

KIPP: TECH VALLEY successfully met this goal with a performance index of 166 versus the AMO of 133.

**Additional Evidence**

KIPP: TECH VALLEY’s performance index increased from 143 in 2006 – 07 to 166 this year.

**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**

**2007-08 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	54	13	62	588
6	51	49	46	515
7	91	43	49	561
All	<b>69</b>	99	<b>53</b>	1664

**Evaluation**

KIPP: TECH VALLEY successfully met this goal with 69% of students in who were enrolled in their second year at KIPP: TECH VALLEY scoring a 3 or 4 on the NYS ELA assessment compared with 53% of students in the Albany City School District.

**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.

**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**

**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	
5	11	45	60	55	NO
6	41	51	63	49	NO
7	43	74	75	91	YES
All	95	61	68	68	YES

**Evaluation**

Grade 5 and 6 did not meet this goal. Grade 7 met the goal. As a whole school, the goal was met.

**Summary of the English Language Arts Goal**

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	By the 2008 – 09 school year, 75% of KIPP TECH VALLEY students who have been enrolled at the school for two or more years will score proficient (i.e. at level three) or better on the New York State mathematics assessment.	TBD
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	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 current year’s State exam.	Did Not Achieve

**Action Plan**

KIPP: TECH VALLEY Charter school has added an additional 90 minutes of reading/writing for grades 5 & 6 during the 2008 – 09 academic year to address the growth measure within these cohorts.

**MATHEMATICS**

**Goal 2: Mathematics**

Students at the KIPP: TECH VALLEY Charter School will demonstrate competency in the understanding and application of mathematical computation and problem solving.

**Background**

For grades 5-6, KIPP Tech Valley uses the KIPP MATH curriculum designed by Dave Levin at KIPP Academy NY. This curriculum incorporates many aspects of the tactile and kinesthetic pedagogy of Harriett Ball’s Fearless Learning instructional program. In addition, this curriculum is supplemented with Saxon Math and McGraw Hill/Glencoe Mathematics resources. The KIPP Math curriculum at KIPP Tech Valley is spiraled to introduce new mathematical concepts while simultaneously and constantly assessing previously introduced concepts and skills, allowing students to review basic ideas while developing more and more sophisticated mathematical ability. In addition to 90 minutes of daily math instruction, all KIPP Tech Valley 6<sup>th</sup> graders receive 180 minutes per week of Math Problem Solving reinforcement. Based on the data derived from our weekly math assessment system, this Problem Solving course allows all students to receive targeted remediation, skill reinforcement and daily enrichment.

The grade 7 mathematics curriculum is based on Saxon Math.

**Goal 2: Absolute Measure**

By the 2008 – 09 school year, 75% of KIPP TECH VALLEY students who have been enrolled at the school for two or more years will score proficient (i.e. at level three) or better on the New York State mathematics assessment.

**Method**

The Mathematics Tests are administered in two or three sessions on two or three consecutive school days, depending on the grade level.

The Grade 5 and 6 Mathematics Tests consist of one section containing multiple-choice questions and one section containing short- and extended-response questions.

The tests were administered in accordance with the guidelines set forth by the New York State Education Department as outlined in the School Administrator’s Manual. A copy of the manual may be found here: <http://www.emsc.nysed.gov/osa/sam/gr3-8m-08.pdf>

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 <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
5	80	0	0	3	83
6	70	0	0	3	73
7	43	0	0	0	43
All	193	0	0	6	199

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

**Results**

**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	
5	All Students	0	18	66	16	82	80
	Students in At Least 2 <sup>nd</sup> Year	0	15	77	8	<b>85</b>	13
6	All Students	0	6	76	19	94	70
	Students in At Least 2 <sup>nd</sup> Year	0	0	82	18	<b>100</b>	44
7	All Students	0	0	44	56	100	43
	Students in At Least 2 <sup>nd</sup> Year	0	0	44	56	<b>100</b>	43
All	All Students	0	9	65	26	91	193
	Students in At Least 2 <sup>nd</sup> Year	0	0	66	34	<b>100</b>	100

**Evaluation**

KIPP: TECH VALLEY has not yet tested students who have been enrolled for two or more years and therefore does not yet have a cohort of students eligible for the measure in the approved accountability plan. However, current data indicates that this goal will be met.

**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 English language arts 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**

**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	
5-7	0	9	65	26	193

$$\begin{aligned}
 \text{PI} &= 9 + 65 + 26 = 100 \\
 &+ 65 + 26 = 91 \\
 \text{PI} &= 191
 \end{aligned}$$

**Evaluation**

KIPP: TECH VALLEY successfully met this goal with a performance index of 175 versus the AMO of 102.

**Goal 2: Comparative Measure**

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of their peers in Albany Public Schools.

**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**

**2007-08 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	92	12	59	602
6	100	44	59	513
7	100	43	54	560
All	<b>98</b>	99	<b>57</b>	1675

**Evaluation**

KIPP: TECH VALLEY successfully met this goal with 100% of students in who were enrolled in their second year at KIPP: TECH VALLEY scoring a 3 or 4 on the NYS math assessment compared with 57% of students in the Albany City School District.

**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.

**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 math exam and 75 percent at or above Level 3 on the current year's State math 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**

**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	
5	12	42	59	83	YES
6	39	80	81	95	YES
7	43	88	89	100	YES
All	94	79	80	96	YES

**Evaluation**

KIPP: TECH VALLEY Charter School has met and exceeded this goal.

**Summary of the Mathematics Goal**

Type	Measure	Outcome
Absolute	By the 2008 – 09 school year, 75% of KIPP TECH VALLEY students who have been enrolled at the school for two or more years will score proficient (i.e. at level three) or better on the New York State mathematics assessment.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	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 current year's State exam.	Achieved

## SCIENCE

### **Goal 3: Science**

Students at the KIPP: TECH VALLEY Charter School will meet and exceed state standards for mastery of skill and content knowledge in Science.

#### **Background**

KIPP students learn science by doing science rather than merely reading about it in a textbook. Using inquiry methodologies leading towards increasingly complex scientific investigation and ultimately experimentation, KIPP students learn to emulate the process of asking questions and probing for solutions that expert scientists themselves employ. Each student will be exposed to the learning of all science disciplines (Life Science, Earth & Space Science, and Physical Science) in each grade, learning fundamental principles that underlie the distinct disciplines but also appreciating their connections through interdisciplinary studies.

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

By the 2008-09 school year, 75% of KIPP: TECH VALLEY Charter School students who have been enrolled at the school for two or more years will score proficient (i.e. at level three) or better on the New York State Science examination.

#### **Method**

The school has not yet administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade.

### **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**

The school has not yet administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade.

## SOCIAL STUDIES

### **Goal 4: Social Studies**

Students at the KIPP: TECH VALLEY Charter School will meet and exceed state standards for mastery of skills and content knowledge in Social Studies, History and Civics.

#### **Background**

KIPP Tech Valley uses the History Alive curriculum designed by the Teachers' Curriculum Institute. In grades 5 & 6, *History Alive! The Ancient World* introduces students to the beginnings of the human story. As they explore the great early civilizations of Egypt and the Near East, India, China, Greece, and Rome, students discover the secrets of these ancient cultures that continue to influence the modern world. In grades 7 & 8, *History Alive! The United States* makes U.S. history a palpable experience for middle school students. This survey course follows U.S. history from the nation's fledgling years through the Great Depression and World Wars to the Civil Rights Movement and contemporary American society. Students ponder the problems of America's English colonists and gain an understanding of the desperation and hope of turn-of-the-century immigrants. Students receive a minimum of 180

minutes per week of history instruction in each grade, with grades 5 & 8 receiving an additional 45 minutes of direct instruction each week.

**Goal 4: Absolute Measure**

By the 2008-09 school year, 75% of KIPP: TECH VALLEY Charter School students who have been enrolled at the school for two or more years will score proficient (i.e. at level three) or better on the New York State Social Studies assessment.

**Method**

The school administered the New York State Testing Program social studies assessment to students in 5<sup>th</sup> grade only in November 2007.

**Results**

KIPP: TECH VALLEY has not yet tested students who have been enrolled for two or more years and therefore does not yet have a cohort of students eligible for the measure in the approved accountability plan.

**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**

**2007-08 State Social Studies Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	46	13	?	?

**Evaluation**

Results from the Albany City School District’s 2007 – 08 test were unable to be located.

**Summary**

Type	Measure	Outcome
Absolute	By the 2008-09 school year, 75% of KIPP: TECH VALLEY Charter School students who have been enrolled at the school for two or more years will score proficient (i.e. at level three) or better on the New York State examination.	TBD
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	TBD

**Action Plan**

Due to the fact that the grade 5 Social Studies test is given less than 4 months after students enroll at KIPP, there is no plan to change the current curriculum.

**NCLB**

**Goal 5: NCLB**

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**

KIPP: TECH VALLEY is a school in good standing under the state's NCLB accountability system.