

**KIPP: TECH VALLEY
CHARTER SCHOOL**



**2008-09
ACCOUNTABILITY PLAN
PROGRESS REPORT**

KIPP: TECH VALLEY Charter School

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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. Four 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 on Monday through Thursday and 7:30am to 4:00pm on Friday, participate in academic and extracurricular monthly, 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 regular school 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 eighth graders outperformed both the Albany City School District and the New York State average in English language arts and Mathematics with 100 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.

Section I

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 and 8 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 Tests consist 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 and 8 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://www.emsc.nysed.gov/osa/elaei/qa-09b.pdf>.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and the 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.

**2008-09New York State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
5	97			4	101
6	83			1	84
7	53			1	54
8	37			1	38
All	270			7	277

**Charter School Performance on 2008-09New York 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	0	29	67	4	71	97
	Students enrolled for 2 or more years	0	46	54	0	54	13
6	All Students	0	27	73	0	75	83
	Students enrolled for 2 or more years	0	24	76	0	76	50
7	All Students	0	9	89	2	90	53
	Students enrolled for 2 or more years	0	9	89	2	90	53
8	All Students	0	0	97	3	100	37
	Students enrolled for 2 or more years	0	0	97	3	100	37
All	All Students	0	20	77	2	86	270
	Students enrolled for 2 or more years	0	15	84	1	85	153

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.

Evaluation:

85% 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.

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 2008-09 is 137. 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 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	0	20	77	2	270

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 20 & + & 77 & + & 2 & = & 99 \\
 & & & + & 77 & + & 2 & = & 79 \\
 & & & & & & \text{PI} & = & 178
 \end{array}$$

Evaluation

KIPP: TECH VALLEY successfully met this goal with a performance index of 178 versus the AMO of 137.

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 their peers in the 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 for each grade. 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

**2008-09 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	54	13	69	621
6	76	50	62	521
7	90	53	60	535
8	100	37	43	569
All	85	153	59	2246

Evaluation

KIPP: TECH VALLEY successfully met this goal with 85% of students in who were enrolled in their second year at KIPP: TECH VALLEY scoring at or above 3 on the NYS ELA assessment compared with 58% 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 2008-09 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 2008-09 and also have a state exam score in 2007-08. 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 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, 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 New York State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
5	12	9	33	58	Yes
6	41	65	70	85	Yes
7	53	68	72	90	Yes
8	37	91	Positive growth	100	Yes

Evaluation

Grade 5 through 8 met this goal.

Summary of the English Language Arts 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

Action Plan

KIPP: TECH VALLEY Charter school has achieved all English Language Arts goals during the 2008 – 09 academic year. During the 2009-10 year KIPP:Tech Valley will have a teacher working with the bottom third of our 5th grade students to increase the effectiveness of remediation for this group.

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 6th 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 and 8 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, 6 and 7 Mathematics tests consist of one section containing multiple-choice questions and one section containing short- and extended-response questions. The Grade 8 Mathematics test consists of one section of multiple choice, two sections 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.nysedregents.org/testing/mathei/09exams/home.htm>

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.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
5	101	0	0	0	101
6	83	0	0	1	84
7	53	0	0	1	54
8	38	0	0	0	38
All	275	0	0	2	277

Results

**Charter School Performance on 2008-09 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	1	14	80	5	85	101
	Students in At Least 2 nd Year	0	7	92	0	<u>92</u>	13
6	All Student	2	1	78	18	96	83
	Students in At Least 2 nd Year	0	2	77	20	<u>97</u>	48
7	All Students	0	8	57	36	92	53
	Students in At Least 2 nd Year	0	8	57	36	<u>92</u>	54
8	All Students	0	0	61	39	100	38
	Students in At Least 2 nd Year	0	0	61	39	<u>100</u>	38
All	All Students	1	7	72	20	92	275
	Students in At Least 2 nd Year	0	4	70	26	<u>96</u>	153

Evaluation

KIPP: TECH VALLEY has met its goal with 96% of its students in at least their second year scoring at level 3 or higher the state mathematics test.

² 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

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's Math AMO, which for 2008-09 is 112. 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 2008-09 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	1	7	72	20	275

$$\begin{array}{rclclclcl} \text{PI} & = & 7 & + & 72 & + & 20 & = & 99 \\ & & & + & 72 & + & 20 & = & 92 \\ & & & & & & \text{PI} & = & \mathbf{191} \end{array}$$

Evaluation

KIPP: TECH VALLEY successfully met this goal with a performance index of 191 versus the AMO of 112.

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

**2008-09 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	92	13	70	628
6	97	48	60	539
7	92	52	57	537
8	100	38	55	568

Evaluation

KIPP: TECH VALLEY successfully met this goal with over 95 percent of students in who were enrolled in their second year at KIPP: TECH VALLEY scoring at least a 3 on the NYS math assessment compared with 61% of students in the Albany City School District.

Goal 2: Comparative Measure

Each year, the school will exceed its expected 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 2008-09 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 2008-09 and also have a state exam score in 2007-08. 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 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08 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 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
5	12	58	67	92	YES
6	46	91	Positive growth	98	YES
7	52	100	100	92	No
8	38	100	100	100	YES

Evaluation

KIPP: TECH VALLEY Charter School has met and exceeded this goal. In cohorts 5,6 and 8. Cohort 7 still showed over 90% passing.

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 in at least their 2nd year will score proficient (i.e. at level three) or better on the New York State Science examination.

Method

The Science Tests are administered in two on two consecutive school days, for the eight grade.

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.

The table below summarizes participation information for this year's test administration. All listed have been at KIPP:Tech Valley for at least two years.

Results:

**Charter School Performance on 2008-09 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
8	All Students	0	11	78	11	89	35
	Students in At Least 2 nd Year	0	11	78	11	<u>89</u>	35

Evaluation:

KIPP:Tech Valley has achieved this goal with 89% of students in at least their second year scoring at least a 3rd state science test.

Goal 3: Comparative Measure: On the New York State Science examination, a greater percentage of KIPP: TECH VALLEY Charter School students will score at proficient and advanced levels than will 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

**2008-09 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	89	35	?	?

Evaluation: Results of the Albany city school district on the 8th grade science exam in 2008-2009 has not yet been publicly released by the State Education Department.

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.	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.	TBD

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 and 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 and 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 and 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 Social Studies tests are administered in two on two consecutive school days, for the eight grade.

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.

The table below summarizes participation information for this year's test administration. The table indicates total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. All listed have been at KIPP:Tech Valley for two or more years.

Results

Charter School Performance on 2008-09 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	
8	All Students	0	0	65	35	100	37
	Students enrolled two or more years	0	0	65	35	<u>100</u>	37

Evaluation

Results from the Albany City School District's 2008– 09 test were unable to be located.

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled for two or more years will score 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.

Evaluation: KIPP:Tech Valley achieved this goal with 100% of its students in the eight grade passing the state social studies test.

Results

2008-09 State Social Studies Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students enrolled for two or more years		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	100	37	?	?

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.	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.	TBD

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.

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Comp. Spanish	2008-09	28	0	2	17	9										
	2007-08															
	2006-07															
	2005-06															
Math A																
	2008-09	33	1	1	31	0										
	2007-08															
	2006-07															
	2005-06															
	2008-09															
	2007-08															
	2006-07															
	2005-06															
	2008-09															
	2007-08															
	2006-07															
	2005-06															
2008-09																
2007-08																
2006-07																
2005-06																

Other Student Assessment Data
2008-09

Name of Charter School: **KIPP:Tech Valley**

Name of Test: **Terra Nova**

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 <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining**	Other***
5	5/18/09	100	1	0	0	99	53 percentile		
6	5/18/09	82	2	0	0	80	57 percentile		
7	5/18/09	54	0	0	0	54	67 percentile		
8	5/18/09	37	0	0	0	37	74 percentile		

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

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

Other Student Assessment Data
2008-09

Name of Test: Terra Nova

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 <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining**	Other***
5	5/19/09	100	1	0	0	99	55 percentile		
6	5/19/09	82	2	0	0	80	55 percentile		
7	5/19/09	54	0	0	0	54	71 percentile		
8	5/19/09	37	0	0	0	37	74 percentile		

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

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

Other Student Assessment Data
2008-09

Name of Charter School: **KIPP:Tech Valley**

Name of Test: **Terra Nova**

Subtest: **Mathematics**

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 <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining**	Other***
5	5/20/09	100	2	0	0	98	46 percentile		
6	5/20/09	82	3	0	0	79	64 percentile		
7	5/20/09	54	1	0	0	53	65 percentile		
8	5/20/09	37	0	0	0	37	82 percentile		

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

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

Section II

School Enrollment by School Year

	2008-09	2007-08	2006-07	2005-06
Number of students leaving for lack of transportation				
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	9	9		
Number of students leaving for more restrictive special education setting	0	1		
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	8	11		
Number leaving for other reasons (undetermined)	0	4	21	17
Total number of students leaving.	17	25	21	17
Highest Number Enrolled (July 1 – June 30)	292	221	168	91

Total Percent Attrition	6%	11%	13%	19%
--------------------------------	-----------	------------	------------	------------

**Charter School Teacher Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of Classroom Teachers	18	13	12	4
Number of Special Area Teachers	3	3	1	2
Total Number of Teachers	21	16	13	6
Total Number of Teachers Leaving	2	3	3	1
Total Percent Attrition	10%	19%	23%	17%

THE UNIVERSITY OF THE STATE OF NEW YORK

**THE STATE EDUCATION DEPARTMENT
OFFICE OF ELEMENTARY, MIDDLE,
SECONDARY AND CONTINUING EDUCATION
CHOICE PROGRAMS**

ROOM 462, EDUCATION BUILDING ANNEX
ALBANY, NEW YORK 12234

**CHARTER SCHOOL ANNUAL
REPORT OF FISCAL PERFORMANCE
FOR THE SCHOOL YEAR ENDED 6/30/09**

Charter School Code:

0	1	0	1	0	0	8	6	0	8	6	7
---	---	---	---	---	---	---	---	---	---	---	---

Charter School Name: KIPP:Tech Valley	
Contact Person: Eric Cocco	Phone: 518 701-1911

REVENUES

A. STATE SOURCES	<u>\$140,028</u>
B. FEDERAL SOURCES	_____
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	<u>\$3,170,567</u>
2. STATE AID-PUPILS WITH DISABILITIES	<u>\$115,780</u>
3. FED. AID-PUPILS WITH DISABILITIES	_____
4. OTHER REV FROM PUB SCH DISTRICTS	_____
D. ALL OTHER REVENUES	<u>\$27,337</u>
E. TOTAL REVENUES FROM ALL SOURCES	<u><u>\$3,453,712</u></u>
S. ENROLLMENT	<u>255</u>
T. EXPENDITURES PER PUPIL	<u>12,985</u>
	(R/S)

EXPENDITURES

<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>
F. GENERAL ADMINISTRATION	<u>\$203,686</u>	<u>451,212</u>
G. INSTRUCTIONAL SUPERVISION	<u>87,452</u>	<u>87,452</u>
H. ALL OTHER INSTRUCTION	<u>1,109,697</u>	<u>707,191</u>
I. PUPIL SERVICES	<u>48,875</u>	<u>48,875</u>
J. PUPILS WITH DISABILITIES	<u>56,452</u>	<u>56,452</u>
K. TRANSPORTATION	<u>177,553</u>	<u>177,553</u>
L. COMMUNITY SERVICE	_____	_____
M. OPERATION & MAINTENANCE	_____	_____
N. EMPLOYEE BENEFITS		<u>313,647</u>
O. DEBT SERVICE		_____
P. SCHOOL LUNCH		<u>155,312</u>
Q. CAPITAL EXPENSE		_____
R. GRAND TOTAL EXPENDITURES		<u><u>3,311,077</u></u>

**COMPLETED FORM MUST BE RETURNED
NO LATER THAN AUGUST 3, 2009**

Signature: _____
Chief School Officer

Date: _____

Statement of Financial Position (unaudited)

	Jun 30, 09
ASSETS	
Current Assets	
Checking/Savings	
10000 · CASH	4,914
Total Checking/Savings	4,914
Accounts Receivable	
10200 · SCHOOL DISTRICT RECEIVABLE	357,327
Total Accounts Receivable	357,327
Other Current Assets	
10400 · PREPAID EXPENDITURES	
10410 · PREPAID INSURANCE	1,180
10400 · PREPAID EXPENDITURES - Other	2,880
Total 10400 · PREPAID EXPENDITURES	4,060
Total Other Current Assets	4,060
Total Current Assets	366,301
Fixed Assets	
11000 · EQUIPMENT/HARDWARE	239,953
11005 · SOFTWARE	7,797
11010 · LEASEHOLD IMPROVEMENTS	22,465
11015 · LIBRARY BOOKS	51,597
11200 · ACCUMULATED DEPECIATION EQUIP	-112,576
11205 · ACCUM DEPR - SOFTWARE	-7,035
11210 · ACCUM DEPR - LEASEHOLD IMPROV	-12,302
11215 · ACCUM DEPR - LIBRARY	-44,866
Total Fixed Assets	145,034
TOTAL ASSETS	511,335

KIPP: TECH VALLEY Charter School 2008-09 Accountability Plan Progress Report

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

20000 · ACCOUNTS PAYABLE 188,147

Total Accounts Payable 188,147

Other Current Liabilities

20100 · ACCRUED PAYROLL 47,500

20350 · 403 (B) LIABILITY 3,435

20351 · AFLAC LIABILITY 379

20700 · DUE TO BRIGHTER CHOICE 200,000

Total Other Current Liabilities 251,314

Total Current Liabilities 439,461

Total Liabilities 439,461

Equity

39000 · RETAINED EARNINGS -70,761

Net Income 142,636

Total Equity 71,875

TOTAL LIABILITIES & EQUITY 511,335

KIPP: TECH VALLEY Charter School 2008-09 Accountability Plan Progress Report

Statement of activities (unaudited)

	Jul '08 - Jun 09
Income	
40000 · STATE & LOCAL REVENUE	
40010 · PER PUPIL REVENUE	
40011 · ALBANY CITY SCHOOLS	
40021 · ALBANY CITY SCHOOLS - SPED	115,780
40011 · ALBANY CITY SCHOOLS - Other	2,856,938
Total 40011 · ALBANY CITY SCHOOLS	2,972,718
40012 · TROY CITY SCHOOLS	111,770
40013 · EAST GREENBUSH CENTRAL SCHOOL	11,446
40015 · WATERVLEIT	9,070
40016 · RENSSELAER	12,829
40017 · SCHENECTADY	53,072
40026 · LANSINGBURGH SCHOOL DISTRICT	1,418
40027 · RAVENA - COEYMANS SCHOOL DIST.	11,936
40029 · SOUTH COLONIE SCHOOL DISTRICT	91,376
40031 · GUILDERLAND CENTRAL SCHOOL DIST	10,712
Total 40010 · PER PUPIL REVENUE	3,286,347
Total 40000 · STATE & LOCAL REVENUE	3,286,347
 40100 · FEDERAL REVENUE	
40110 · STUDENT ENTITLEMENTS	140,028
Total 40100 · FEDERAL REVENUE	140,028
 40400 · SCHOOL LUNCH REVENUE	
40420 · FEDERAL REIMBURSEMENT	
40430 · STATE REIMBURSEMENT	0
40420 · FEDERAL REIMBURSEMENT - Other	0
Total 40420 · FEDERAL REIMBURSEMENT	0
Total 40400 · SCHOOL LUNCH REVENUE	0

KIPP: TECH VALLEY Charter School 2008-09 Accountability Plan Progress Report

40700 · FUNDRAISING	9,074
40900 · OTHER REVENUE	<u>18,264</u>
Total Income	3,453,712
Expense	
50000 · ACCOUNTING	10,934
50100 · ADVERTISING	150
50200 · ALARM SERVICE	120
50400 · AUDIT EXPENSE	10,000
50490 · BAD DEBT EXPENSE	29,072
50500 · BANK CHARGES	396
50800 · CONTRACT LABOR	
50810 · INSTRUCTIONAL	<u>6,600</u>
Total 50800 · CONTRACT LABOR	6,600
50900 · CONSULTANTS	
50920 · ASSESSMENT	5,574
50940 · GRANT CONSULTANT	<u>1,617</u>
Total 50900 · CONSULTANTS	7,191
51100 · DEPRECIATION	53,242
51200 · DUES AND SUBSCRIPTIONS	4,746
51400 · FEES AND LICENSING	
51410 · BACKGROUND SCREENING FEES	518
51400 · FEES AND LICENSING - Other	<u>26,274</u>
Total 51400 · FEES AND LICENSING	26,792
51450 · FOOD SERVICE EXPENSE	155,312
51500 · MEETING EXPENSE	157
51600 · FRINGE BENEFITS	
51610 · HEALTH INSURANCE	117,267
51625 · RETIREMENT - EMPLOYER	<u>23,919</u>
Total 51600 · FRINGE BENEFITS	141,186
51700 · SPECIAL EVENTS	11,314

KIPP: TECH VALLEY Charter School 2008-09 Accountability Plan Progress Report

51750 · FIELD TRIPS	115,536
51900 · INSURANCE	
51910 · GENERAL LIABILITY	23,330
51930 · ERRORS AND OMISSIONS	6,656
51960 · DISABILITY & WORKERS COMP INS	11,903
51970 · LIFE AND LTD INSURANCE	5,671
51975 · AFLAC INSURANCE EXP	<u>1,380</u>
Total 51900 · INSURANCE	48,940
52000 · INTEREST EXPENSE	984
52100 · LEGAL EXPENSE	4,178
52200 · LIBRARY EXPENSE	2,145
52300 · MAINTENANCE	
52320 · FACILITY	95,031
52330 · OFFICE EQUIPMENT	<u>4,947</u>
Total 52300 · MAINTENANCE	99,978
52500 · OFFICE EXPENSE	
52510 · COPIER LEASE	20,762
52500 · OFFICE EXPENSE - Other	<u>1,116</u>
Total 52500 · OFFICE EXPENSE	21,878
52600 · SALARIES AND WAGES	
52620 · ADMINISTRATIVE	<u>244,763</u>
Total 52600 · SALARIES AND WAGES	244,763
52610 · PROFESSIONAL SALARIES	
52611 · INSTRUCTIONAL	<u>1,166,149</u>
Total 52610 · PROFESSIONAL SALARIES	1,166,149
52700 · PAYROLL TAXES	
52710 · FEDERAL WITHHOLDING	0
52711 · FICA - EMPLOYEE PORTION	0
52712 · FICA - EMPLOYER	116,148
52713 · STATE UNEMPLOYMENT	11,387
52714 · FEDERAL UNEMPLOYMENT	2,158

KIPP: TECH VALLEY Charter School 2008-09 Accountability Plan Progress Report

52715 · STATE WITHHOLDING	0
Total 52700 · PAYROLL TAXES	129,693
52720 · PAYROLL SERVICE EXPENSE	2,847
52800 · POSTAGE AND SHIPPING	4,155
52900 · PRINTING	1,572
53200 · RECRUITMENT	
53210 · STUDENT	340
53220 · STAFF	3,682
Total 53200 · RECRUITMENT	4,022
53300 · SPACE LEASE	450,000
53500 · PROFESSIONAL DEVELOPMENT	
53501 · INSTRUCTIONAL	1,299
Total 53500 · PROFESSIONAL DEVELOPMENT	1,299
53510 · BOARD DEVELOPMENT	548
53600 · STUDENT ASSESSMENT/TESTING	5,524
53700 · STUDENT TRANSPORTATION	172,762
53800 · SUPPLIES/MATERIALS	
53810 · MAINTENANCE	4,169
53820 · INSTRUCTIONAL	53,864
53830 · TECHNOLOGY	233
53840 · OTHER SUPPLIES/MATERIALS	430
53860 · COPIER	20,244
53870 · SATURDAY SCHOOL	1,017
53881 · ATHLETIC SUPPLIES/FEES	3,549
53882 · ATHLETIC TRANSPORTATION	4,791
53800 · SUPPLIES/MATERIALS - Other	74
Total 53800 · SUPPLIES/MATERIALS	88,371
53900 · TELEPHONE	21,670
54100 · TECHNOLOGY	
54110 · HARDWARE	108
54120 · SOFTWARE	1,029
54130 · INTERNET ACCESS	5,787

KIPP: TECH VALLEY Charter School 2008-09 Accountability Plan Progress Report

Total 54100 · TECHNOLOGY	6,924
54200 · TRAVEL	1,838
54300 · UTILITIES	
54315 · WATER & SEWER	1,134
54300 · UTILITIES - Other	<u>61,017</u>
Total 54300 · UTILITIES	62,151
54310 · WASTE REMOVAL	9,521
54500 · MISCELLANEOUS EXPENSE	43
54600 · UNIFORMS	22,337
54700 · FUNDRAISING EXPENSE	5,311
55000 · KIPP TO COLLEGE	
55001 · MEMBERSHIP & DUES	518
55004 · PROFESSIONAL DEVELOPMENT	<u>701</u>
Total 55000 · KIPP TO COLLEGE	1,219
80000 · TITLE GRANT EXPENSES	
80100 · TITLE I	
80101 · SALARIES FOR PROFESSIONAL STAFF	95,250
80102 · PURCHASED SERVICES	8,040
80103 · SUPPLIES AND MATERIALS	2,129
80105 · EMPLOYEE BENEFITS	23,813
80106 · INDIRECT COSTS	<u>3,705</u>
Total 80100 · TITLE I	132,937
80200 · TITLE II	
80203 · PURCHASED SERVICES	17,693
80205 · TRAVEL EXPENSES	5,400
80207 · INDIRECT COSTS	<u>683</u>
Total 80200 · TITLE II	23,776
80300 · TITLE V	
80303 · PURCHASED SERVICES	<u>791</u>
Total 80300 · TITLE V	<u>791</u>

KIPP: TECH VALLEY Charter School 2008-09 Accountability Plan Progress Report

Total 80000 - TITLE GRANT EXPENSES	<u>157,504</u>
Total Expense	<u>3,311,077</u>
Net Income	<u><u>142,636</u></u>

KIPP: TECH VALLEY Charter School 2008-09 Accountability Plan Progress Report

Functional Expense Report (unaudited)

	Program Services			Management and General	2009 Totals	2008 Totals
	Regular Education	Special Education	Other Programs			
Functional Expenses						
Personnel service	\$ 1,109,697	\$ 56,452	\$ -	\$ 340,013	\$ 1,506,162	\$ 1,215,404
Fringe benefits	227,957	11,597		74,093	313,647	250,990
Staff development	17,693			701	18,394	18,476
Travel				7,238	7,238	4,166
Telephone				27,458	27,458	20,878
Instructional Supplies	59,943	2,761	-	-	62,704	51,699
Field trips			115,536		115,536	79,118
Food program			155,312		155,312	135,249
Legal				4,178	4,178	2,565
Accounting				20,934	20,934	26,155
Consultants	12,504			9,657	22,161	56,920
Board expenses				705	705	1,233
Office supplies and materials				36,415	36,415	22,378
Depreciation		2,086				

KIPP: TECH VALLEY Charter School 2008-09 Accountability Plan Progress Report

	43,773		2,656	3,727	52,242	61,762
Utilities	52,077	2,482	3,159	4,433	62,151	57,977
Lease					-	
Facilities	377,055	17,970	22,875	32,100	450,000	425,310
Equipment	10,381	-	-	10,381	20,762	18,628
Repairs and maintenance	87,704	4,180	5,321	12,414	109,619	90,136
Transportation			177,553		177,553	208,809
Insurance	19,548	932	1,186	8,320	29,986	26,155
Interest				984	984	528
Miscellaneous equipment				11,895	11,895	4,639
Recruitment				4,022	4,022	5,522
Student services	26,513	1,348			27,861	18,045
Public relations				16,775	16,775	2,184
Bad debts				29,072	29,072	-
Fees and licensing			27,311		27,311	17,049
Total Functional Expenses	\$ 2,044,845	\$ 99,808	\$ 510,909	\$ 655,515	\$ 3,311,077	\$ 2,821,975