

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

KIPP Heartwood Academy School

Address: 1250 South King Rd. , San Jose CA 95122 Phone: 408-926-5477
Principal: Lolita Jackson Grade Span: 5 - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

To achieve its mission, KIPP Heartwood Academy opened its doors to 73 fifth grade students in July 2004, becoming the first public charter school in Alum Rock. KIPP Heartwood Academy provides 5th through 8th grade students in Alum Rock and East San Jose with a rigorous, college-preparatory education that prepares them for success in the nation's most rigorous high schools, colleges, and universities. By partnering with parents, teachers, community members, and the Alum Rock Elementary School District, KIPP Heartwood Academy proves that with the necessary desire, discipline, and dedication, East San Jose children can perform at the same high levels as other students in Santa Clara County and be on a solid track to success in high-school, college, and the competitive world beyond.

Mission and Vision:

KIPP Heartwood Academy deepens in the students of East San Jose the knowledge, skills, character, and intellectual habits needed to excel in college and to make positive change every single day. The school partners with teachers, parents, community members, and the Alum Rock Union Elementary School District to accomplish the mission of the school and to impart upon our students that there are no shortcuts to realize this goal, rather hard work and absolute determination are key.

KIPP Heartwood Academy derives its name from the redwood tree. The living tissue, or core, of a redwood tree is called the heartwood. When a redwood tree is damaged, it rebuilds itself from its heartwood. KIPP Heartwood Academy scholars understand that no matter what happens in their lives, they will be resilient because they always have their core—education, values, family, and culture—to keep them strong and from which they can rebuild themselves. Moreover, redwood trees grow in a circle, where they each have a role in keeping the others healthy and alive. At KIPP Heartwood Academy, hard work is crucial, along with the other values of the school – Honor, Excellence, Absolute Determination, Responsibility, and Team.

Student Enrollment

Group	Percent
Total Number of students	356
African American	2 %
American Indian or Alaska Native	%
Asian	19 %
Filipino	%
Hispanic or Latino	72 %
Pacific Islander	0 %

White (not Hispanic)	0 %
Multiple or No Response	7 %
Socioeconomically Disadvantaged	81 %
English Learners	28 %
Students with Disabilities	6 %

Teachers

Indicator	Teachers
Teachers with full credential	10
Teachers without full credential	7
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

NA

Repairs Needed

Holes in interior surfaces in classroom and boys bathroom. Plumbing and leak repairs needed. Gopher holes in playing fields.
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Corrective Actions Taken or Planned

TBD

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,307
District	\$5,461
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	74
Mathematics	77
Science	91
History-Social Science	96

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	903
Statewide Rank (from 2007 Base API Report)	10
2008-09 Program Improvement Status (PI Year)	Not in PI

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	KIPP Heartwood Academy	District Name	Alum Rock Union Elementary
Street	1250 South King Rd.	Phone Number	408-926-5477
City, State, Zip	San Jose , CA 95122	Web Site	www.arusd.org
Phone Number	408-928-2400	Superintendent	Jose Manzo
Principal	Lolita Jackson	E-mail Address	
E-mail Address	ljackson@kippleheartwood.org	CDS Code	43-69369-0106633

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

To achieve its mission, KIPP Heartwood Academy opened its doors to 73 fifth grade students in July 2004, becoming the first public charter school in Alum Rock. KIPP Heartwood Academy provides 5th through 8th grade students in Alum Rock and East San Jose with a rigorous, college-preparatory education that prepares them for success in the nation's most rigorous high schools, colleges, and universities. By partnering with parents, teachers, community members, and the Alum Rock Elementary School District, KIPP Heartwood Academy proves that with the necessary desire, discipline, and dedication, East San Jose children can perform at the same high levels as other students in Santa Clara County and be on a solid track to success in high-school, college, and the competitive world beyond.

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school and to impart upon our students that there are no shortcuts to realize this goal, rather hard work and absolute determination are key.

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Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

KIPP Heartwood Academy operates under the premise that the teachers, parents, and students must work together as partners to create the potential for a quality education. Parents are a vital part of this partnership and will have many opportunities to participate in their child's education.

The Commitment to Excellence Form outlines the ways in which KIPP Heartwood Academy expects and needs parents to support the educational mission of the school. The commitments for parental support include helping with homework each night, reading with their child each night, ensuring that homework is completed every night, assisting their child in contacting the teacher regarding any problem or question on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arises.

Though volunteer hours are not required, parents are encouraged to volunteer at the school, reading with students, coaching sports, and helping in other ways as needs arise. Parents are also encouraged to participate in biannual family community service days, where students, parents, and staff spend a Saturday participating in community service projects.

Other opportunities for parent involvement include report card pick up, parent night, open house, family literacy and celebration nights, and local and out-of-state field lessons. KIPP Heartwood Academy parents are also encouraged to join the KIPP Heartwood Academy Parent Association, and one parent is nominated to join the KIPP Heartwood Academy Board of Directors.

For more information please contact Lolita Jackson at 408-926-5477.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	92
Grade 6	103
Grade 7	87
Grade 8	74
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	356

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2 %
American Indian or Alaska Native	%
Asian	19 %
Filipino	%
Hispanic or Latino	72 %
Pacific Islander	0 %
White (not Hispanic)	0 %
Multiple or No Response	7 %
Socioeconomically Disadvantaged	81 %
English Learners	28 %
Students with Disabilities	6 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.7		6		27.0		9		29.7		12	
Mathematics	26.7		6		27.0		9		29.7		12	

Science	26.7	6	27.0	9	29.7	12
Social Science	26.7	6	27.0	9	29.7	12

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

The school safety plan is reviewed annually and was last updated during the 2008-2009 school year. The plan includes the following elements:

Fire safety and evacuation procedures

Earthquake safety and evacuation procedures

On campus threat and evacuation procedures

Emergency coding system

Staff responsibilities

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions		6	4	15.0	11.6	10.6
Expulsions	0	0	0	0.1	0.1	0.0

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

General

KIPP Heartwood Academy and the Alum Rock Union Elementary Unified School District take great efforts to ensure that all schools are clean, safe and functional. This is accomplished through clear cleaning process and schedule.

Age of School Buildings

The main campus was constructed in 1974, however KIPP Heartwood occupies portables that have been added since then.

Maintenance and Repair

The driveway was replaced during the 2007-2008 school year. Repairs to the back gate will be completed in early 2009.

Cleaning Process and Schedule

One of the assistant principals works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The school operates according to approved cleaning standards.

New School Construction Projects

Portables were added during the Summer of 2007. A new bathroom was added during the 2007-2008 school year.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems		X		Bell system is old, not functional
Windows/Doors/Gates (interior and exterior)		X		Back gate is currently being repaired. Will be completed in early 2009
Interior Surfaces (walls, floors, and ceilings)			X	Holes in walls, ceiling caving in, carpets needing repairs
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			Updated fire extinguishers in November 2008
Electrical (interior and exterior)	X			
Pest/Vermin Infestation		X		Some pest problems, treated in Summer 2008
Drinking Fountains (inside and outside)	X			
Restrooms		X		Wall needs to be replaced in boys bathroom, Regular plumbing issues
Sewer		X		Regular plumbing issues
Playground/School Grounds		X		Gopher holes in fields
Roofs		X		Some leaks
Overall Cleanliness		X		

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary			X	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	3	5	10	658

Without Full Credential	5	8	7	98
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	96.9	3.1
High-Poverty Schools in District	97.1	2.9
Low-Poverty Schools in District	90.9	9.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.6	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	NA	NA
Mathematics	5 th – Saxon Math 7/6, 2004 6 th – Saxon Math 8/7, 2004 7 th – McDougal Little Algebra, 2007 8 th – McDougal Little Geometry, 2007	0
Science	5 th – Discovery Works-CA, 2000 6 th – Discovery Works-CA, 2000 7 th – Holt Life Sciences-CA, 2007 8 th – Holt Physical Sciences-CA, 2007	0
History-Social Science	5 th – History Alive! America's Past, 2003 6 th – History Alive! The Ancient World, 2004 7 th – History Alive! Medieval World and Beyond, 2005 8 th – History Alive! The U.S. through Industrialism, 2005	0
Foreign Language	Navegando, Spanish 1, 2 and 3	0
Health	NA	NA
Visual and Performing Arts	NA	NA
Science Laboratory Equipment (grades 9-12)	NA	NA

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8307		\$8307	\$52926
District	N/A	N/A	\$5461	\$63248
Percent Difference – School Site and District	N/A	N/A	34.3%	19.5

State	N/A	N/A	\$5300	\$64702
Percent Difference – School Site and State	N/A	N/A	36.2	22.3

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

At 180 school days per year plus significant supplemental instruction, KIPP Heartwood Academy surpasses the state's minimum amount of instructional time. The summer component is scheduled to commence prior to the beginning of the school year (typically July). KIPP Heartwood Academy's calendar makes every effort to align with the Alum Rock Union Elementary School District's calendar of holidays, vacations, and professional development days.

More time on task is central to the success of KIPP Heartwood Academy students. Students attend school Mondays through Fridays from 7:15 a.m. to 5:00 p.m. Nine hours each weekday, four hours two Saturdays per month for students requiring supplemental instruction, and three weeks every summer enables KIPP Heartwood Academy students to achieve remarkable academic progress. A typical day for a KIPPster may be broken down according to the following schedule:

7:15 a.m. – 8:15 a.m. Supplemental Instruction/Enrichment

8:15 a.m. – 10:00 a.m. Math

10:00 a.m. – 11:45 a.m. English

11:45 a.m. – 12:35 p.m. Lunch

12:45 p.m. – 2:25 p.m. Social Studies/Science

2:25 p.m. – 3:10 p.m. Music/PE

3:10 p.m. – 4:05 p.m. Supplemental Instruction/Enrichment

4:05 p.m. – 4:40 p.m. Supplemental Instruction/Enrichment

4:40 p.m. – 5:00 p.m. Team and Family

Supplemental Instruction/Enrichment

May include: study hall, tutoring competitive sports, art, music, dance, yoga, martial arts, drama, debate team, school newspaper, yearbook, literary magazine, and/or service club.

Saturday School

KIPP Heartwood Academy students requiring supplemental instruction attend Saturday classes from 9:00 a.m. to 11:00 a.m. two Saturdays each month. During this time, students divide their time between extended core subject classes and enrichment activities. During both academic classes and enrichment activities, students learn both content and life skills.

Summer School Program

All students at KIPP Heartwood Academy attend summer school. The summer school session provides KIPP Heartwood Academy students, parents, and teachers with a head start in preparing for the upcoming academic year. The program is not designed as summer school for those students who failed to perform adequately during the regular school year, but rather as an introduction to the upcoming school year and an orientation for incoming students. Students attend classes for four hours each day for three weeks. The Principal works to align session dates with the District's summer school schedule.

KIPP Heartwood Academy's summer session is divided into two components. The first segment contains a two-week long staff development program that provides KIPP Heartwood Academy teachers with an opportunity to design their goals, objectives, and curriculum for the summer and upcoming school year. Once the summer session has ended, teachers continue their preparation by designing a curriculum for the fall that addresses the specific needs and interests of the students identified during the summer.

The second component of the summer session is brought to life when the students enter the classrooms. During this time, teachers, students, and parents become acquainted with the procedures and expectations demanded throughout the year. After assessing each student's individual strengths and weaknesses, teachers emphasize the basics of English-Language Arts, Mathematics, Science, and History-Social Science. The summer session is also a time when the process

of team building begins.

Students are introduced to the concepts, challenges, strengths, and rewards of working as a team and family. Above all, students are welcomed into the KIPP culture and learn what it means to be a KIPP student through introductions to KIPP songs, chants, and projects emphasizing hard work, teamwork, and a culture of high expectations. On the first day of school, all children learn what year they will graduate from college and begin the process of learning how to focus on their short-term, intermediate, and long-term goals to be successful at KIPP Heartwood Academy and in high school and college. To begin, with the guidance of their teachers, students set individual academic and character semester and yearlong goals for themselves. Throughout the year, students reflect with their teachers upon their progress towards realizing their goals.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45211	\$40667
Mid-Range Teacher Salary	\$70385	\$66167
Highest Teacher Salary	\$82154	\$84142
Average Principal Salary (Elementary)	\$94543	\$104640
Average Principal Salary (Middle)	\$99083	\$107227
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$190266	\$167564
Percent of Budget for Teacher Salaries	41.2 %	42.3 %
Percent of Budget for Administrative Salaries	7.4 %	5.4 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	72	73	74	33	33	35	42	43	46
Mathematics	96	91	77	38	41	43	40	40	43
Science	76	77	91	21	27	37	35	38	46
History-Social Science			96	25	27	29	33	33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding

the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native				
Asian	84	89	94	94
Filipino	*	*	*	*
Hispanic or Latino	70	74	89	96
Pacific Islander	*	*		
White (not Hispanic)	*	*	*	
Male	71	79	89	100
Female	77	76	92	93
Economically Disadvantaged	74	78	90	94
English Learners	52	66	78	83
Students with Disabilities	41	59	*	
Students Receiving Migrant Education Services	*	*	*	*

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	23.7
7	42.3
9	*

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	10	10	10
Similar Schools	N/A	10	10

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	21	-4	-9	903
African American				
American Indian or Alaska Native				
Asian				949
Filipino				
Hispanic or Latino	6	-8	-16	888
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	29	1	-12	900
English Learners		-6	-13	889
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No

API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	28.6

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

At KIPP Heartwood Academy, the Principal sets the tone and develop the conditions under which staff members become the keepers of the school's culture and values. As a result, staff development supports the school's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. Beginning in staff orientation before summer school, the Principal ensures that teachers fully understand and support the school's mission, goals, and basic values, emphasizing a rigorous, standards-based college preparatory program. This orientation involves specific activities designed to align the staff and foster teamwork and constant learning while allowing staff to understand the detailed intricacies of the school culture. As part of the learning and team building process, staff visit a local KIPP school and/or founding KIPP School. The orientation is aligned with the school's goals and objectives and includes workshops around data-driven instruction, English Learners, and diversity training. In addition, staff are trained in various teaching strategies such as GLAD (Guided Language Acquisition Design), SDAIE, scaffolding techniques, songs and chants, and the use of graphic organizers to ensure that all students are provided with multiple avenues to access the curriculum.

During the school year, staff development continues through professional development days, whole staff meetings, and department and grade level team meetings. KIPP Heartwood Academy teachers participate in two weeks of in-service during which they are trained to function effectively within the parameters of the school and to meet the goals outlined in the accountability agreement. Teachers observe each other and other excellent teachers in the community and receive regular feedback on their performance, goals, and growth from the Principal. Teachers consistently exchange best practices with each other and teachers at similar schools. Teachers also have the opportunity to attend subject-matter conferences with other KIPP teachers around the country as well as an annual gathering of over 100 KIPP teachers.