

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

KIPP Bayview Academy

Address: 1060 Key Ave. , San Francisco CA 94124-3563

Phone: 415-467-2522

Principal: Kerianne Ryan

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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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

History:

KIPP Bayview Academy is a public middle school that opened in July 2003. The school was founded by principal Molly Wood. With the help of three teachers and an office manager, KIPP Bayview Academy served an initial fifth grade class of 80 students. In its second year, the staff and student body doubled. Today the school serves close to 250 students in grades 5-8.

The results show that students thrive during the four years at KIPP Bayview Academy. Alumni have earned over \$800,000 to attend excellent high schools throughout the San Francisco Bay Area.

Mission:

The mission of KIPP Bayview Academy is to develop in the students of Southeastern San Francisco the knowledge, critical thinking skills and character traits needed to succeed in top quality high schools and colleges, and to lead deliberate and productive lives.

Student Enrollment

Group	Percent
African American	73.30 %
American Indian or Alaska Native	%
Asian	2.71 %
Filipino	0.0 %
Hispanic or Latino	13.57 %
Pacific Islander	8.14 %
White (not Hispanic)	0.45 %
Multiple or No Response	1.81 %
Socioeconomically Disadvantaged	81.00 %
English Learners	8.00 %
Students with Disabilities	7.00 %

Total Number of Students	244
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Teachers

Indicator	Teachers
Teachers with full credential	13
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	44%
Mathematics	48%
Science	40%
History-Social Science	40%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	757
Statewide Rank (from 2008 Base API Report)	5
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

N/A

Repairs Needed

Updates to heating systems, and restrooms needed. Fountain needs to be replaced.
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Corrective Actions Taken or Planned

N/A

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	
Health	
Visual and Performing Arts	
Science Laboratory Equipment (grades 9-12)	

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$14,656
District	\$8,912
State	\$5,512

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270

Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

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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 on the California Department of Education (CDE) [SARC](#) Web page. 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 located on the CDE [DataQuest](#) Web page 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 2009-10)

This section provides the schools contact information.

School		District	
School Name	KIPP Bayview Academy	District Name	San Francisco Unified
Street	1060 Key Ave.	Phone Number	415-241-6000
City, State, Zip	San Francisco , CA 94124-3563	Web Site	www.sfusd.edu
Phone Number	415-467-2522	Superintendent	Carlos Garcia
Principal	Kerianne Ryan	E-mail Address	carlosgarcia@sfusd.edu
E-mail Address	kryan@kippbayview.org	CDS Code	38- 68478- 0101337

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

<p style="text-align: center;">History:</p> <p>KIPP Bayview Academy is a public middle school that opened in July 2003. The school was founded by principal Molly Wood. With the help of three teachers and an office manager, KIPP Bayview Academy served an initial fifth grade class of 80 students. In its second year, the staff and student body doubled. Today the school serves close to 250 students in grades 5-8.</p> <p>The results show that students thrive during the four years at KIPP Bayview Academy. Alumni have earned over \$800,000 to attend excellent high schools throughout the San Francisco Bay Area.</p>
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Mission:

The mission of KIPP Bayview Academy is to develop in the students of Southeastern San Francisco the knowledge, critical thinking skills and character traits needed to succeed in top quality high schools and colleges, and to lead deliberate and productive lives.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

All KIPP Bayview Academy parents sign a commitment to excellence form during the initial home visit. This commitment pledges that, at minimum, parents will assist their students daily by signing agendas, homework assignments, and tests, by allowing students to call their teachers if they need help, and by allowing their students to participate in field trips. Parents agree that they, not the school, are responsible for their child's behavior.

KIPP Parents for KIPP Kids (KP4KK) is a parent-run organization whose mission is to support KIPP Bayview Academy students. Parents meet once a month to plan events, speakers, fundraisers, and to share strategies and ideas about the school and education in San Francisco with each other. One parent is chosen as Treasurer each year, and together with the principal, this parent is a co-signer on all checks for the KP4KK group.

Other ways that parents have been involved at KIPP Bayview Academy include:

KIPP teachers plan parent classes once a month on Saturdays to help parents to assist their students with their homework. Examples are KIPP Math and Reading workshops.

Principal chats are held once a quarter to give parents time to voice their thoughts and concerns about KIPP Bayview Academy.

A weekly family newsletter goes home on Fridays to help parents stay connected with goings-on at school. Parents are encouraged to write comments and suggestions on the reply form each week.

We have an open door policy for parents. Parents are free to observe classes at the school at any time.

For more information, please contact Sheryll Johnson at 415-467-2522.

Student Enrollment by Grade Level (School Year 2008-09)

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	75
Grade 6	84
Grade 7	45
Grade 8	40
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0

Grade 12	0
Ungraded Secondary	0
Total Enrollment	244

Student Enrollment by Group (School Year 2008-09)

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	73.30 %
American Indian or Alaska Native	%
Asian	2.71 %
Filipino	0.0 %
Hispanic or Latino	13.57 %
Pacific Islander	8.14 %
White (not Hispanic)	0.45 %
Multiple or No Response	1.81 %
Socioeconomically Disadvantaged	81.00 %
English Learners	8.00 %
Students with Disabilities	7.00 %

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	2006-07			2007-08			2008-09					
	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	22.2	11			22.4	10			24.4		10	
Mathematics	22.2	11			22.4	10			24.4		10	
Science	22.2	11			22.4	10			24.4		10	
Social Science	22.2	11			22.4	10			24.4		10	

III. School Climate

School Safety Plan (School Year 2008-09)

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

The school safety plan is updated annually, and was last reviewed at the beginning of the 2009-2010 school year.

The school safety plan includes the following elements:

Contact information hospitals/organizations addressing injuries of various types.

Procedures for addressing a student accident
 Content and placement of the school's emergency kit.
 Earthquake procedures
 Procedures for other emergencies involving a threat to students/staff (I.e. bomb threat, intruder, etc.)
 Staff emergency preparedness responsibilities
 Fire drill procedures
 Safety procedures regarding exits and visitors
 Requirement to maintain student health information sheets.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	16.8	41.5	35.2	5.6	7.5	6.3
Expulsions	0.0	0.4	0.0	0.1	0.1	0.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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 Bayview Academy and the Archdiocese of San Francisco take great efforts to ensure that the school is clean, safe and functional. This is accomplished through clear cleaning process and schedule.

Maintenance and Repair
 Major roof repairs were completed in December of 2008.

Cleaning Process and Schedule
 The operations manager 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.

School Facility Good Repair Status (School Year 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			Heating system needs to be updated

Interior: Interior Surfaces	N/A		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			Monthly pest inspections
Electrical: Electrical	N/A	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A		X		Fountains need replacing. Restrooms need updating.
Safety: Fire Safety, Hazardous Materials	N/A	X			
Structural: Structural Damage, Roofs	N/A	X			Roofs repaired in December 2008
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			
Overall Rating		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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	5	14	13	3228
Without Full Credential	12	6	4	73
Teaching Outside Subject Area of Competence	2	1	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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	1	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

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	96.5	3.5
High-Poverty Schools in District	97.1	2.9
Low-Poverty Schools in District	98.1	1.9

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	2.0	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	7 th - Prentice Hall Literature	0
Mathematics	8 th – Prentice Hall, CA Edition, Algebra	0
Science	5 th – Scott Foresman, CA Science 6 th – Scott Foresman, Focus on CA Earth Science 7 th – Prentice Hall, Focus on Life Science 8 th – Prentice Hall, Focus on Physical Science	0

History-Social Science	5 th – History Alive 6 th – History Alive 7 th – TCI, History Alive 8 th – Holt and TCI	0
Foreign Language		
Health		
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$15,288	\$633	\$14,656	\$56,053
District	N/A	N/A	\$8,912	\$59,447
Percent Difference – School Site and District	N/A	N/A	64%	-6%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	166%	-16%

Types of Services Funded (Fiscal Year 2008-09)

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

A fundamental component of the academic program at KIPP Bayview Academy is the extended day, week, and school year. KIPP Bayview Academy school day runs from 8:00am to 5:00pm, Monday, Tuesday and Thursday, and from 8:00am-3:00pm on Wednesday and Friday. Students attend 8 Saturday sessions, from 9:00am-12:00pm. All students attend a mandatory two-week summer session in July from 8:00am-12:00pm.

Typical Weekday Schedule

8:00 am-8:30 am: Breakfast, Morning Work, and All School Meeting

8:30 am-9:00 am: Sustained Silent Reading

9:00 am-12:00 pm: Core Academics (English-Language Arts, Math, Science, Social Studies, Reading, Vocabulary)

12:00 pm-1:30 pm: Lunch (40 min) and Sports (50 min)

1:30 pm-4:10 pm: Core Academics (English-Language Arts, Math, Science, Social Studies, Reading, and Vocabulary)

4:10 pm-5:00 pm: Study Skills and Study Hall

Saturday Schedule

9:00 am-10:00 am: Basic Skills Instruction (Reading or Math)

10:00 am-12:00 pm: Enrichment Activities (Art, Basketball, Cooking, Chess, Dance, Drama, Hiking, Juggling, Mural Painting, Soccer, Step, and Typing)

Summer Schedule

8:00 am-8:30 am: Breakfast, Morning Work, and All School Meeting

8:30 am-12:00 pm: Basic Skills (Writing, Reading, and Math)

*Emphasis is on culture building and reinforcement in the school

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,195	\$42,065
Mid-Range Teacher Salary	\$60,878	\$67,109
Highest Teacher Salary	\$77,630	\$86,293
Average Principal Salary (Elementary)	\$95,305	\$107,115
Average Principal Salary (Middle)	\$103,348	\$112,279
Average Principal Salary (High)	\$98,115	\$122,532
Superintendent Salary	\$255,000	\$216,356
Percent of Budget for Teacher Salaries	33.30 %	39.40 %
Percent of Budget for Administrative Salaries	5.00 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	37	37	44	49	51	53	43	46	50
Mathematics	34	34	48	49	51	52	40	43	46
Science	39	49	40	45	51	52	38	46	50
History-Social Science	54	51	40	41	42	45	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	37	42	31	41
American Indian or Alaska Native				
Asian	45	55	*	*
Filipino	*	*	*	*
Hispanic or Latino	57	67	58	*
Pacific Islander	54	54	*	*
White (not Hispanic)	*	*		
Male	41	51	33	24
Female	47	45	46	52
Economically Disadvantaged	*	*	*	
English Learners	24	47	*	*
Students with Disabilities	13	27	*	*
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.2	15.9	3.2
7	14.6	9.8	2.4
9	0.0	0.0	0.0

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 on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten 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 one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	5	4	5
Similar Schools	10	10	10

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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
	2006-07	2007-08	2008-09	2009
All Students at the School	37	-12	29	757
African American	38	-15	20	728
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	29	-8		
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	Yes

"Yes" Met 2009 AYP Criteria
 "No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	31
Percent of Schools Currently in Program Improvement	N/A	27.7

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.

Professional Development

A second key component of ensuring excellent instruction is the professional development program at KIPP Bayview Academy.

KIPP Bayview Academy teachers begin each year with a two week-long staff development which focuses on teaching and instruction, as well as on school culture and operations. Weekly staff development meetings occur throughout the year. Teachers at KIPP Bayview Academy frequently work together to enhance student learning by sharing, developing and refining effective teaching strategies. At weekly grade level meetings, teachers share what is working in their classrooms and what is not. Teachers observe each other multiple times throughout the year, each time focusing on a specific aspect of instruction. Teachers have common planning space where they speak with each other daily as they plan their lessons, and share ideas and techniques. Teachers have shared planning time at least once per week with other teachers at their grade level, and monthly with those who teach the same subject.

School Visits

There are additional professional development activities for our teachers. Teachers at KIPP Bayview Academy also look externally to learn from the best practices of teachers at other schools, both public and private. Teachers are given opportunities to visit other schools throughout the year. They then bring back ideas to the whole staff, many of which are implemented immediately on a school-wide or classroom-wide basis.

Teacher-Developed Scope and Sequence

During the summer, each teacher creates a scope and sequence for her classes. This document defines the curriculum for the year. Teachers start with the California State Standards, for example, what students must know by the end of the year. They then work backward to determine how and when to teach each skill and concept so as to maximize student understanding of the material. In this document, teachers lay out which materials they plan to use, and choose a base textbook from which to work. Each teacher maintains a binder for each term that contains lesson plans and assessments. A teacher's scope and sequence as well as lesson plans binder facilitates sharing and enables the school to build institutional memory.

Curriculum Meetings

Teachers meet with the principal and assistant principal of curriculum and instruction regularly to discuss curriculum and instruction. Using the Scope and Sequence as a base, the teacher and principal reflect on what has been taught, and to what extent students have learned it. Teachers constantly assess which standards they have taught well, and which need to be re-taught. They ensure that every standard is taught throughout the year, and adjust the standards tracker according to what has been taught. At the end of each quarter, teachers reflect on their teaching as they produce a benchmark analysis document. At this time, teachers look back over the quarter (9-10 weeks) and consider which standards were taught, and to what extent students mastered these standards. Teachers provide data to back up their conclusions, and use this as a starting point for the next quarter's instruction.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92