

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

## Executive Summary School Accountability Report Card, 2008-09

### KIPP Heartwood Academy School

Address: 1250 South King Rd. , San Jose CA 95122-2146 Phone: 408-926-5477  
Principal: Susana Mena 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

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. The school now serves approximately 360 students in 5<sup>th</sup> through 8<sup>th</sup> grade. KIPP Heartwood Academy provides 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
African American	2.50 %
American Indian or Alaska Native	%
Asian	16.11 %
Filipino	1.67 %
Hispanic or Latino	77.22 %
Pacific Islander	0.56 %
White (not Hispanic)	0.56 %
Multiple or No Response	1.39 %
Socioeconomically Disadvantaged	84.00 %

English Learners	18.00 %
Students with Disabilities	5.00 %
<b>Total Number of Students</b>	<b>360</b>

## Teachers

Indicator	Teachers
Teachers with full credential	11
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	71%
Mathematics	80%
Science	86%
History-Social Science	84%

## Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	894
Statewide Rank (from 2008 Base API Report)	10
2009-10 Program Improvement Status (PI Year)	Not in PI

## School Facilities

### Summary of Most Recent Site Inspection

N/A
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### Repairs Needed

Bell system needed. Holes in some walls and gopher holes in field.
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### Corrective Actions Taken or Planned

N/A
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## 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	\$7,329
District	\$9,148
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%

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 Heartwood Academy	District Name	Alum Rock Union Elementary
Street	1250 South King Rd.	Phone Number	408-928-6800
City, State, Zip	San Jose , CA 95122-2146	Web Site	www.arusd.org
Phone Number	408-926-5477	Superintendent	Jose Manzo
Principal	Susana Mena	E-mail Address	jose.manzo@arusd.org
E-mail Address	smena@kipphartwood.org	CDS Code	43- 69369- 0106633

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

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## Opportunities for Parental Involvement (School Year 2008-09)

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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.

For more information please contact Gabriela Gordon at (408) 928-2400.

## 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	95
Grade 6	90
Grade 7	92
Grade 8	83

Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	360

### 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	2.50 %
American Indian or Alaska Native	%
Asian	16.11 %
Filipino	1.67 %
Hispanic or Latino	77.22 %
Pacific Islander	0.56 %
White (not Hispanic)	0.56 %
Multiple or No Response	1.39 %
Socioeconomically Disadvantaged	84.00 %
English Learners	18.00 %
Students with Disabilities	5.00 %

### 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	27.0		9		29.7		12		30		12	
Mathematics	27.0		9		29.7		12		30		12	
Science	27.0		9		29.7		12		30		12	
Social Science	27.0		9		29.7		12		30		12	

## 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 reviewed annually and was last updated during the 2009-2010 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	6	4	3	11.6	10.6	9.0
Expulsions				0.1	0.0	0.0

## 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 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 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		Bell system non-functional
Interior: Interior Surfaces	N/A			X	Holes in walls, carpets need repair

Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A		X	Some pest problems treated in Summer 2008
Electrical: Electrical	N/A	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X	X	Wall replaced in boys bathroom, regular plumbing issues
Safety: Fire Safety, Hazardous Materials	N/A	X		Roofs repaired
Structural: Structural Damage, Roofs	N/A	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A		X	Gopher holes in some fields. Back gate replaced in 2009
<b>Overall Rating</b>		X		N/A

## 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	10	11	647
Without Full Credential	8	7	4	87
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	2007-08	2008-09	2009-10
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 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	99.2	0.8
High-Poverty Schools in District	99.1	0.9

Low-Poverty Schools in District

## 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	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	

## 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	NA	NA
Mathematics	5 <sup>th</sup> – Saxon Math 7/6, 2004 6 <sup>th</sup> – Saxon Math 8/7, 2004 7 <sup>th</sup> – McDougal Little Algebra, 2007 8 <sup>th</sup> – McDougal Little Geometry, 2007	0
Science	5 <sup>th</sup> – Discovery Works-CA, 2000 6 <sup>th</sup> – Discovery Works-CA, 2000 7 <sup>th</sup> – Holt Life Sciences-CA, 2007 8 <sup>th</sup> – Holt Physical Sciences-CA, 2007	0
History-Social Science	5 <sup>th</sup> – History Alive! America's Past, 2003 6 <sup>th</sup> – History Alive! The Ancient World, 2004 7 <sup>th</sup> – History Alive! Medieval World and Beyond, 2005 8 <sup>th</sup> – 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
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## 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	7,329	0	\$7,329	\$50,041
District	N/A	N/A	\$9,148	\$65,215
Percent Difference – School Site and District	N/A	N/A	-20%	-23%
State	N/A	N/A	\$5,512	\$67,082
Percent Difference – School Site and State	N/A	N/A	33%	-25%

### 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.

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 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 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	\$46,567	\$41,866
Mid-Range Teacher Salary	\$72,497	\$68,220
Highest Teacher Salary	\$84,619	\$86,536
Average Principal Salary (Elementary)	\$97,379	\$107,858
Average Principal Salary (Middle)	\$102,249	\$111,405
Average Principal Salary (High)		\$112,732
Superintendent Salary	\$198,739	\$178,938
Percent of Budget for Teacher Salaries	40.60 %	42.10 %
Percent of Budget for Administrative Salaries	7.00 %	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	73	74	71	33	35	38	43	46	50
Mathematics	91	77	80	41	43	47	40	43	46
Science	77	91	86	27	37	38	38	46	50
History-Social Science	0	96	84	27	29	33	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	55	64	*	*
American Indian or Alaska Native				
Asian	86	86	96	82
Filipino	*	*	*	*
Hispanic or Latino	67	79	83	85
Pacific Islander	*	*	*	
White (not Hispanic)	*	*	*	*
Male	69	79	87	92
Female	73	81	85	78
Economically Disadvantaged	67	79	83	82
English Learners	53	74	77	71
Students with Disabilities	57	57	*	*

Students Receiving Migrant Education Services	*	*	*	*
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*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	18.9	26.3	38.9
7	9.2	25.0	56.6
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	10	10	10
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	-4	-9	-8	894
African American				
American Indian or Alaska Native				
Asian			21	962
Filipino				
Hispanic or Latino	-8	-16	-9	880
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	1	-12	-14	886
English Learners	-6	-13	-1	891
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
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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

"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		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	25.0

## 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.

## 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