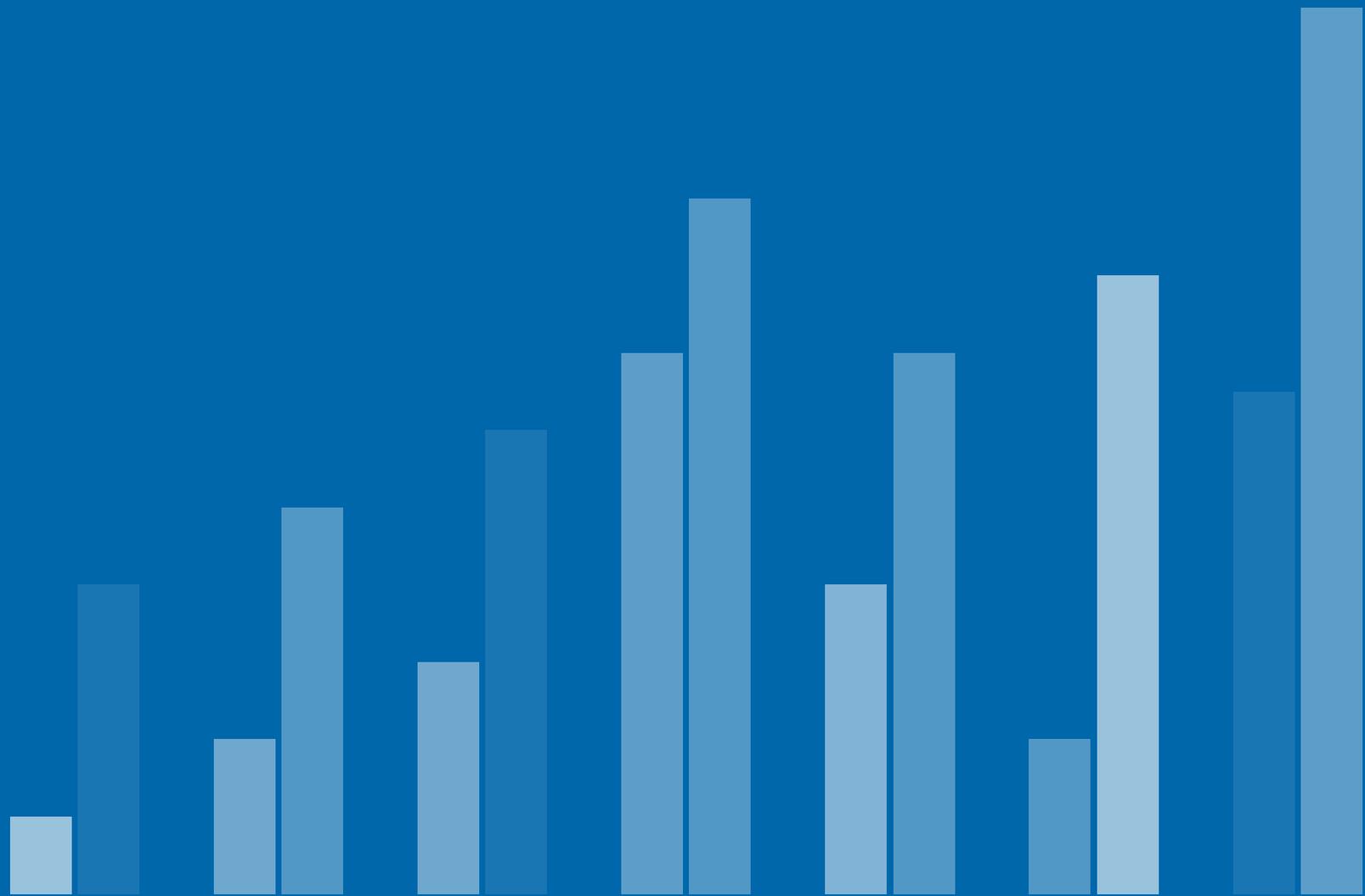


# KIPP: 2006 Report Card



# Table of Contents

## Introduction 1

## Arkansas

KIPP Delta College Preparatory School 6

## California

KIPP Academy Fresno 8

KIPP Academy of Opportunity 10

KIPP Adelante Preparatory Academy 12

KIPP Bayview Academy 14

KIPP Bridge College Preparatory 16

KIPP Heartwood Academy 18

KIPP LA Prep 20

KIPP San Francisco Bay Academy 22

KIPP Summit Academy 24

## Colorado

KIPP Sunshine Peak Academy 26

## District of Columbia

KIPP DC: AIM Academy 28

KIPP DC: KEY Academy 30

## Georgia

KIPP South Fulton Academy 32

KIPP WAYS Academy 34

## Illinois

KIPP Ascend Charter School 36

## Indiana

KIPP Indianapolis College Preparatory 38

## Maryland

KIPP Harbor Academy 40

KIPP Ujima Village Academy 42

## Massachusetts

KIPP Academy Lynn 44

## New Jersey

Freedom Academy Charter School,  
a KIPP school 46

TEAM Academy, a KIPP school 48

## New York

KIPP Academy New York 50

KIPP AMP Academy 52

KIPP Infinity Charter School 54

KIPP Sankofa Charter School 56

KIPP STAR College Prep Charter School 58

KIPP TECH VALLEY 60

## North Carolina

KIPP Gaston College Preparatory 62

KIPP Pride High School 64

## Oklahoma

KIPP Reach College Preparatory 66

KIPP Tulsa College Preparatory 68

## Pennsylvania

KIPP Philadelphia Charter School 70

## Tennessee

KIPP Academy Nashville 72

KIPP DIAMOND Academy 74

## Texas

KIPP 3D Academy 76

KIPP Academy Middle School 78

KIPP Aspire Academy 80

KIPP Austin College Prep 82

KIPP Houston High School 84

KIPP SHINE Prep 86

KIPP TRUTH Academy 88

## KIPP transformation schools

Cole College Prep,  
a KIPP transformation school 90

New Orleans West (NOW) College Prep,  
a KIPP transformation school 92

# KIPP®

## 2006 Report Card

### INTRODUCTION

In keeping with our focus on results and our commitment to transparently reporting student achievement, KIPP (Knowledge Is Power Program) is pleased to release its fourth annual Report Card.

The KIPP 2006 Report Card contains school-level information and student achievement results for all KIPP public schools in operation as of September 2006 with measurable student achievement results.

Each KIPP school profiled has two pages of information in the Report Card. The first page features school information from the fall of 2006, including: student enrollment and demographics, number of teachers, per-pupil expenditures, and facilities information. The second page contains results from two sets of student tests: state exams required of all public schools, and nationally norm-referenced exams required of all KIPP schools.

---

### I. BACKGROUND ON KIPP

#### KIPP Schools

KIPP schools are free, open-enrollment, college-preparatory public schools where under-served students develop the knowledge, skills, and character traits needed to succeed in top quality high schools, colleges, and the competitive world beyond. Of the 52 KIPP schools currently in operation, 49 are public charter schools, and three are district contract schools.

Students are accepted to KIPP schools regardless of prior academic record, conduct, or socioeconomic background. Over 90 percent of KIPP students are African American or Hispanic/Latino, and more than 80 percent of KIPP students are eligible for the federal free and reduced-price meals program.

KIPP students are in school learning for 60 percent more time than average public school students, typically from 7:30 a.m. until 5:00 p.m. on weekdays, every other Saturday, and for three weeks during the summer. Rigorous college-preparatory instruction is balanced with extracurricular activities, experiential field lessons, and character development. In spite of the long hours, average daily attendance at KIPP schools is 97 percent.

As of September 2006, there were 44 KIPP schools operating in the KIPP network that were able to demonstrate measurable results. Eight additional KIPP schools opened in the summer of 2006 but have not yet taken state or national accountability exams and are therefore not included in this Report Card. KIPP schools can be classified into four categories:

- Middle school – The KIPP middle school starts with a fifth grade and adds one grade each year to serve fifth through eighth grades. In the Report Card, 39 of the 44 schools profiled are middle schools that opened with fifth grade.
- High school – In 2004, KIPP opened its first high school: KIPP Houston High School (Houston, TX). One year later, KIPP opened KIPP Pride High School (Gaston, NC). KIPP high schools begin with a ninth grade and add one grade each year until they become full high schools serving ninth through twelfth grades.
- Elementary school – In 2004, KIPP opened its first pre-kindergarten/elementary school: KIPP SHINE Prep (Houston, TX). KIPP pre-kindergarten/elementary schools begin with a pre-kindergarten class and add one grade each year until eventually enrolling pre-kindergarten through fourth grade students.
- Transformation schools – KIPP currently has three ‘transformation schools,’ where KIPP has taken the responsibility to improve an existing public school over time. Two of the ‘transformation schools’ have measurable results: New Orleans West (NOW) College Prep (Houston, TX), which last year served Hurricane Katrina evacuees from kindergarten through eighth grade, and Cole College Prep (Denver, CO), which last year served seventh and eighth grade students.<sup>1</sup>

---

<sup>1</sup> Both New Orleans West (NOW) College Prep and Cole College Prep will complete their two-year life span at the end of the 2006-2007 school year.

## Origins of KIPP

KIPP began in 1994 when two teachers, Mike Feinberg and Dave Levin, launched a fifth grade public school program in inner-city Houston, Texas, after completing their commitment to Teach For America. In 1995, Feinberg remained in Houston to lead KIPP Academy Middle School, and Levin returned home to New York City to establish KIPP Academy in the South Bronx.

Since their founding, the original KIPP Academies have sustained track records of high student achievement, and both have continued to be among the highest performing public schools in their respective communities. While fewer than one in five low-income children growing up in America go to college,<sup>2</sup> KIPP's college matriculation rate stands at over 80 percent for students who have completed the eighth grade at the two original KIPP Academies.

## KIPP Foundation

In 2000, Doris and Donald Fisher, co-founders of Gap Inc., formed a unique partnership with Feinberg and Levin to replicate the success of the two original KIPP Academies through the non-profit KIPP Foundation. The KIPP Foundation focuses its efforts on recruiting, training, and supporting outstanding teachers to open new, locally-run KIPP schools in high-need communities. The KIPP Foundation does not manage KIPP schools, but does have the responsibility for supporting and monitoring school quality across the network. Each KIPP school is run by a KIPP-trained school leader and governed by a local board of directors.

The KIPP Foundation trains prospective school leaders through the yearlong KIPP School Leadership Program. This program includes intensive coursework at Stanford University's Stanford Educational Leadership Institute (SELI), residencies at existing KIPP schools, and support from experienced KIPP staff.

Since 2000, the KIPP Foundation has recruited and trained more than 50 KIPP school leaders and currently provides support to 52 KIPP schools and over 1,200 KIPP alumni who have matriculated to high schools and colleges.

By leveraging the power of the KIPP network, the KIPP Foundation helps to ensure that KIPP schools continue to deliver a high-quality education for their students.

## Focus on Results

Since the beginning of KIPP in 1994, there has been a focus on measuring and reporting achievement results as students climb the mountain to college. When Feinberg and Levin partnered with the Fishers to create the KIPP Foundation, a 'focus on results' was formally identified as one of the five 'pillars' of KIPP:

*KIPP schools relentlessly focus on high student performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges.*<sup>3</sup>

Don Fisher, who became chairman of the KIPP Foundation in November 2003, instituted a policy of transparency in reporting data from schools started by the Foundation. KIPP issued its first Report Card in 2003, which featured achievement data for all of its schools with results. Under Fisher's leadership, this effort has grown, and the KIPP Foundation distributed more than 3,500 copies of the 2005 KIPP Report Card to researchers, policy-makers, reporters, elected officials, and other interested parties in more than 20 states.

In December 2005, the KIPP Foundation named Richard Barth as CEO. With Barth's direction, the Foundation is focusing on five organizational goals, or imperatives, one of which is a focus on sharing results and 'lessons learned':

*Maximizing the influence of the KIPP network by sharing our results, insights, and lessons learned.*<sup>4</sup>

---

<sup>2</sup> U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study.

<sup>3</sup> <http://www.kipp.org/01/fivepillars.cfm>

<sup>4</sup> <http://www.kipp.org/01/whatisthekipfound.cfm>

## II. REPORT CARD METHODOLOGY

In order to track the growth and development of the KIPP network, the KIPP Foundation collects the following information from each locally-run KIPP school:

### Enrollment

The Report Card contains enrollment figures by school. In September 2006, there were 11,120 students enrolled at the 44 KIPP schools featured in the Report Card. An additional 1,060 students are enrolled in the eight KIPP schools that opened in the summer of 2006.

### Student Demographics

The Report Card also graphically displays the percentage of students who qualify for the federal free and reduced-price meals program, a federal measure of income, and the gender and race/ethnicity breakdown by school as of September 2006. Across the KIPP schools featured in the Report Card, 53 percent of students are female and 47 percent are male, and 84 percent are eligible for the federal free and reduced-price meals program. Sixty percent of KIPP students are African American, 35 percent are Hispanic/Latino, three percent are Asian/Pacific Islander, two percent are white, and less than one percent represents other or unknown ethnic/racial backgrounds.

### Funding

The Report Card provides the most accurate per-pupil funding estimates at the beginning of the 2006 school year for all KIPP schools featured. As public schools, KIPP schools are primarily funded by state and local tax dollars. Per-pupil funding levels vary widely across the charter schools in the KIPP network, from a low of \$4,800 per-pupil in Oklahoma City, OK, to a high of \$13,000 in Washington, DC.

More than 90 percent of schools in the KIPP network operate as public charter schools. KIPP charter schools typically receive 60 to 90 percent of the overall public revenue and none of the capital expenditure revenue of district public schools.<sup>5</sup> Like all public schools serving predominantly low-income students, most KIPP schools receive federal funding through the Title I program and other categorical grants.

Analyzing KIPP school budgets nationwide, the KIPP Foundation estimates that schools spend on average an additional \$1,100 to \$1,500 per student to cover above and beyond costs including the extended day, week, and year. This additional money also pays for staff salaries, annual field trips, and, in many instances, facilities and transportation.

### Facilities

The Report Card provides information on the current facility situation for each of the 44 KIPP schools profiled.

For each school, the Report Card explains whether the current building is owned or leased, along with the square footage of the facility and a photo of the existing school site.

Facilities decisions are influenced both by availability and need for space. Because KIPP schools typically start small with one grade of 80 students, they are initially housed in a wide variety of facilities, including church basements, shopping malls, and entire floors in traditional public school buildings. Since KIPP schools grow one grade at a time, schools often relocate to new facilities in the initial years of operation.

### Federal Accountability – Adequate Yearly Progress (AYP)

Under federal law, schools are required to make adequate yearly progress (AYP). AYP is an individual state's measure of yearly progress toward achieving state academic standards. AYP is the minimum level of improvement that states, school districts, and schools must achieve each year regardless of a school's entering scores.

The Report Card provides information on which KIPP schools made AYP this past year. Of the 41 schools in the KIPP network that received AYP ratings in 2006, 37 schools made AYP.<sup>6</sup>

---

<sup>5</sup> Speakman, Sheree, Bryan Hassel and Chester E. Finn, Jr. *Charter School Funding: Inequity's Next Frontier*. Thomas B. Fordham Institute, 2005.

<sup>6</sup> The KIPP school in Indiana does not have an AYP rating because the state had not released 2006 AYP numbers at the time of publication.

In addition, two schools in Houston, TX - KIPP 3D Academy and New Orleans West (NOW) College Prep - did not receive a 2006 AYP rating because both schools received new charters in 2005-2006.

## Student Achievement – State Exams

Students enrolled at KIPP schools, like all other public schools, are required to take state accountability exams required under state and federal law. The state tests profiled in this Report Card are ‘criterion-referenced exams,’ which means that the content reflects the academic standards set by each state.

The Report Card provides school level achievement for each grade level on all subject matter tests required by the state. We compare these results with the state and district averages for the corresponding grade level.

The following are the aggregate results for all KIPP middle schools that took state tests in 2005-2006:<sup>7</sup>

- In the 2005-2006 school year, more than half (59 percent) of KIPP fifth grade classes outperformed their local districts in reading/English language arts at the end of their first year in KIPP schools, as measured by state exams. Nearly three-fourths (74 percent) of fifth grade classes outperformed their districts in mathematics.
- In the 2005-2006 school year, 100 percent of KIPP eighth grade classes outperformed their district averages in both mathematics and reading/English language arts, as measured by state exams.

When these results are available and applicable, we also report 2006 state ratings or designations. Some states, but not all, use a unique system for rating schools.

## Student Achievement - Nationally Norm-Referenced Exams

All KIPP students take a nationally norm-referenced test in the beginning of fifth grade and at the end of each school year. All schools administer both mathematics and reading tests, while most also administer a language test.

Norm-referenced tests allow us to track the performance of students while enrolled in KIPP as compared to their peers nationally. They also provide a way to monitor student achievement longitudinally (over time) and to see the progress our students are making on the road to college.

Nationally, the average student scores at the 50th percentile, which is considered to be on grade level. This student is outperforming five out of ten students nationally. From one year to the next, the average student will make one grade level of growth and not gain any percentile ranks, meaning that he or she will stay at the 50th percentile from year to year. If a student’s percentile increases on a nationally norm-referenced exam from year to year, it means that the student has made more than one grade level of growth.

While KIPP schools are required by the KIPP Foundation to take a nationally norm-referenced test, each school has the freedom to determine which test it will administer. The majority of schools – 39 out of 44 profiled in the Report Card – administered the Stanford Achievement Test.<sup>8</sup> Two schools took the TerraNova exam, and two schools administered the Iowa Test of Basic Skills (ITBS). KIPP SHINE Prep (Houston, TX), an elementary school, gave a combination of pre-kindergarten and kindergarten diagnostic assessments.

Based on a newly designed data reporting system, the KIPP Foundation is now able to report student level achievement results. For middle schools, only KIPP students who took both an entering test in the fall of fifth grade and the most recent test (in the spring or fall) are included in the Report Card. This ‘apples to apples’ comparison, known as a matched cohort analysis, allows us to show growth in student achievement over time for only those students who have been continuously enrolled in a KIPP school.

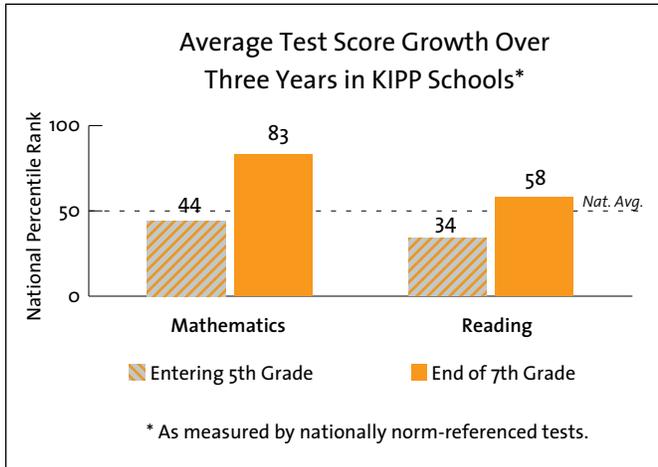
In this year’s version, the 2006 Report Card does not make a comparison of growth from fifth to eighth grade, because too few of our full-grown schools administered tests when they first opened to make generalizations across the network. This year, we chose instead to include the growth of KIPP students who have started at fifth grade since the fall of 2000 and completed seventh grade by the spring of 2006. This statistic allows us to include norm-referenced test results for 27 KIPP schools. We have too few students in high school or elementary school to make generalizations about growth in grades other than middle school.

---

<sup>7</sup> These results only include middle schools that started with a fifth grade. In addition, Indiana gives its end of the year test in the fall instead of the spring of each year. Thus, we use the fall 2006 results for KIPP Indianapolis College Preparatory since that test reflects 2005-2006 learning.

<sup>8</sup> Of the 39 schools that administered the Stanford Achievement Test, 37 administered the tenth edition, and two administered the ninth edition.

As the chart below illustrates, the average KIPP student who has been with KIPP for three years starts fifth grade at the 44th percentile in mathematics and the 34th percentile in reading, as measured by norm-referenced exams. After three years in KIPP, these same students are performing at the 83rd percentile in math and the 58th percentile in reading.



## Research

Since its inception, KIPP has commissioned several third-party reports. In 2005, a report by the Educational Policy Institute (EPI) found that KIPP schools made “large and significant gains” in mathematics and reading as compared to traditional urban public schools.<sup>9</sup> A 2006 study by SRI International found that students at the five San Francisco Bay Area KIPP schools score significantly higher on standardized tests than students at comparable neighborhood public schools.<sup>10</sup>

Both studies recommended that KIPP engage in a multi-year, longitudinal study to further assess the KIPP effect on student achievement. Building on these two recent third-party reports, KIPP will commission a comprehensive longitudinal study to measure the relative impact of the KIPP model on student outcomes. With the generous support of The Atlantic Philanthropies, we will have the financial resources to commit to a multi-year effort that we hope will both strengthen the quality of instruction we deliver to our students and allow us to share what we are learning through our experience.

There are many questions that we hope to examine both in the initial independent study and in future studies. These include: To what extent do KIPP schools improve the academic achievement of underserved students, and how do achievement levels of KIPP students compare with achievement levels of students at other public schools? Are there specific elements of the KIPP model that, when considered alone or in combination, add value to students’ education? Are there alternative explanations that explain observed outcomes? How sustainable and replicable is the KIPP model?

Through internal research and other external evaluations, we will begin to look closely at other additional areas. For example, we plan to examine questions such as: What factors cause students to attend and leave KIPP schools? What can we learn from the experiences of current KIPP alumni? Finally, what can we do to impact student achievement in English/language arts?

We are excited about the new opportunities available to study the impact of the KIPP program on our students over time. As we continue to grow, we will maintain our commitment to monitoring and transparently reporting student achievement results for the KIPP network.

For more information on the KIPP 2006 Report Card, please visit [www.kipp.org](http://www.kipp.org) or contact us at [info@kipp.org](mailto:info@kipp.org).

<sup>9</sup> <http://www.educationalpolicy.org/pdf/KIPP.pdf>

<sup>10</sup> <http://www.sri.com/policy/cep/pubs/choice/KIPPYear1Report.pdf>

# KIPP Delta College Preparatory School

Helena, AR

[www.deltacollegeprep.org](http://www.deltacollegeprep.org)

Data on this page is as of September 2006

Open since 2002



**School Leader:** Scott Shirey

**Grades Served:** 5-9

**Total Student Enrollment 2006-07:** 273

**Number of Full-time Teachers:** 15

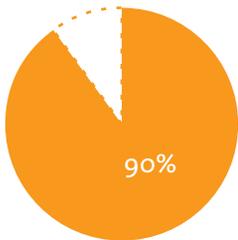
**Met Adequate Yearly Progress in 2006:** Yes

**State Rating in 2006:** Not Applicable

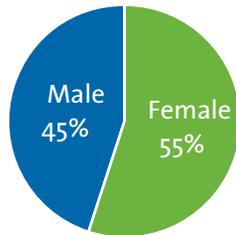
*Arkansas does not use a rating system.*

## Student Demographics

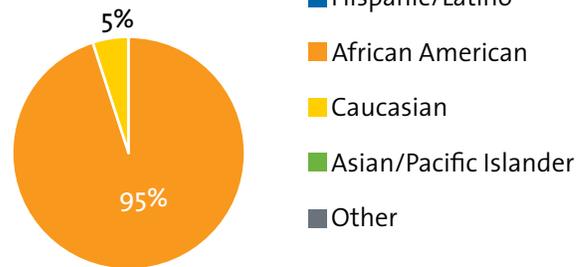
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,500  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** Combination ownership and lease

**Size (sq ft):** 26,000

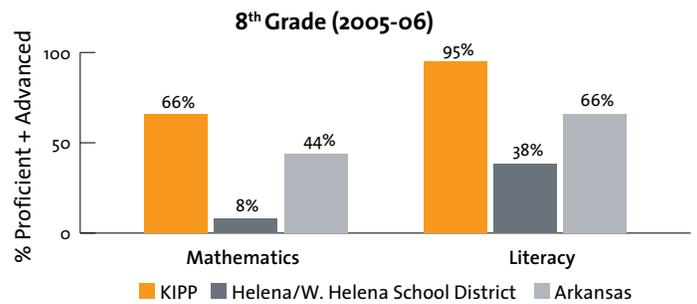
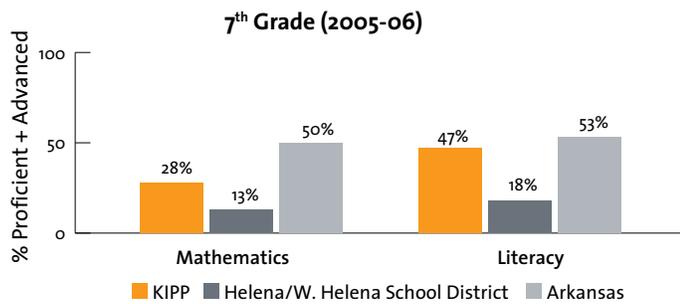
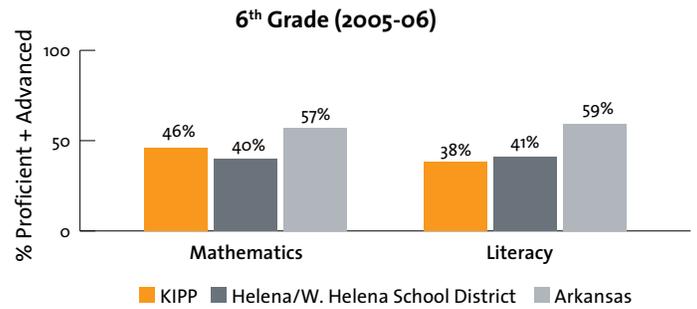
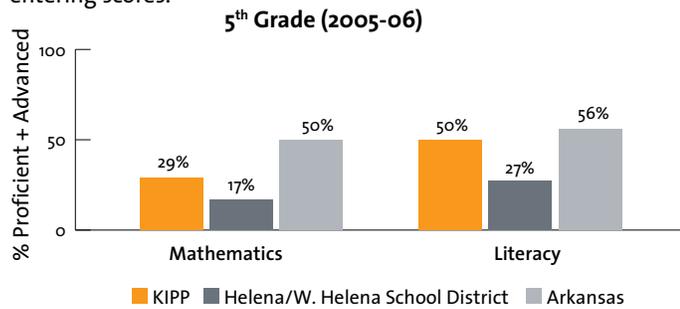


# KIPP Results

## State Criterion-referenced Test (2005-2006)

### Arkansas Benchmark Exam

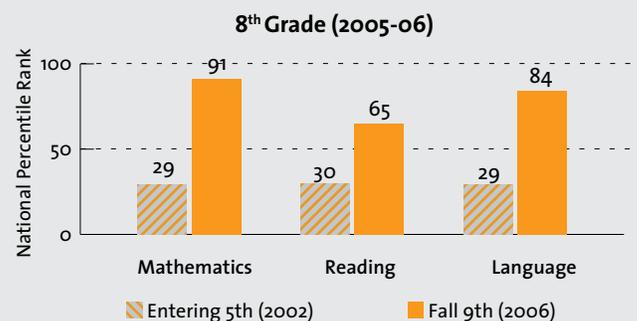
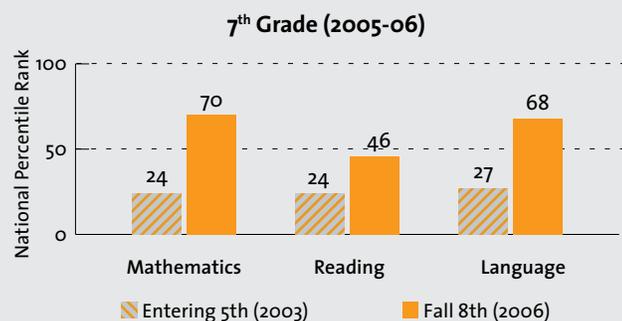
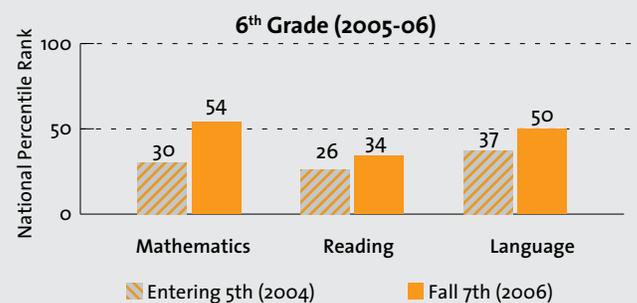
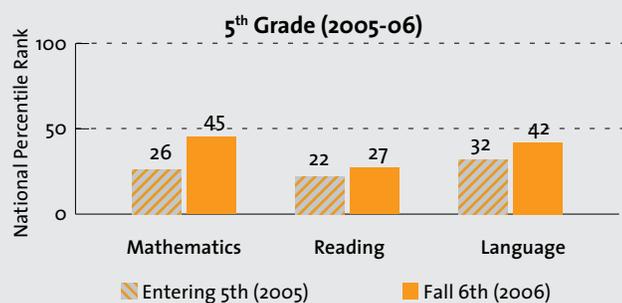
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



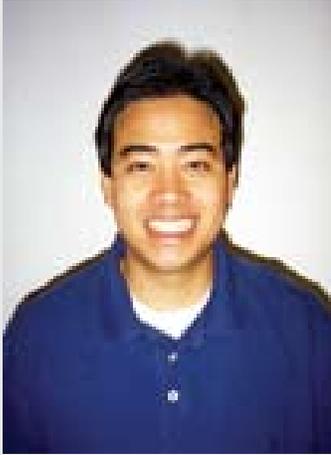
# KIPP Academy Fresno

Fresno, CA

[www.kippfresno.org](http://www.kippfresno.org)

Data on this page is as of September 2006

Open since 2004



**School Leader:** Chi Tschang

**Grades Served:** 5-7

**Total Student Enrollment 2006-07:** 220

**Number of Full-time Teachers:** 9

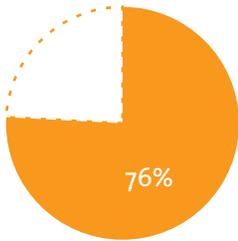
**Met Adequate Yearly Progress in 2006:** Yes

**State API Score in 2006:** 825

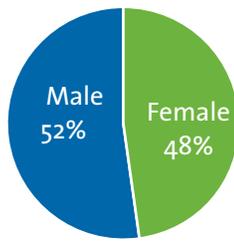
California's Academic Performance Index (API) reflects the growth of a school's academic performance based on annual results of statewide testing. The API ranges from 200 to 1000, with a statewide performance target of 800.

## Student Demographics

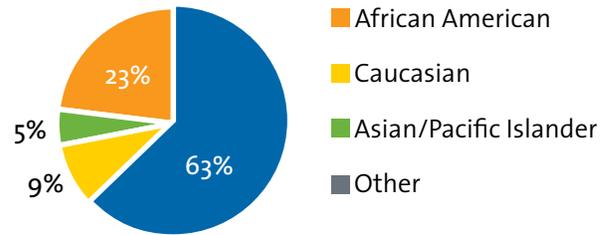
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$5,750  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** Owned by school

**Size (sq ft):** 15,000

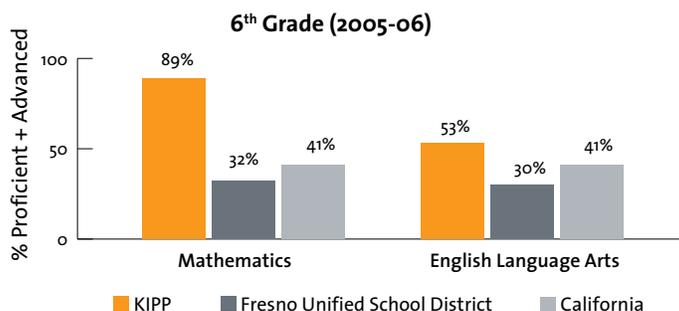
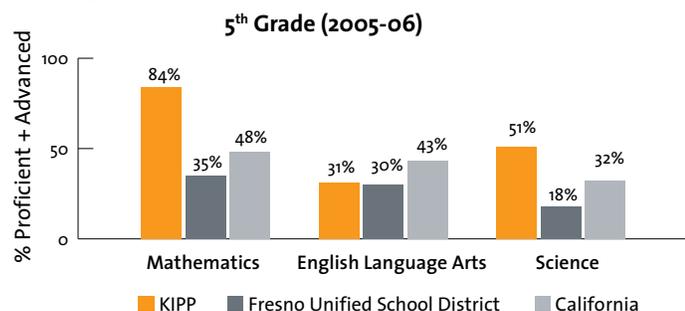


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### California Standards Test

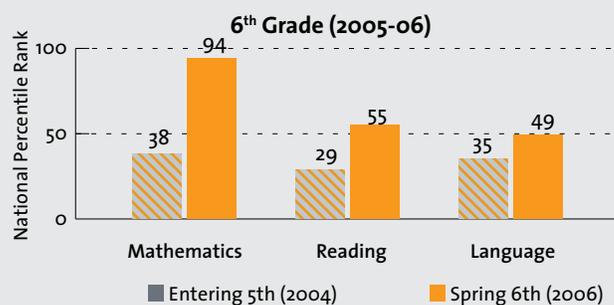
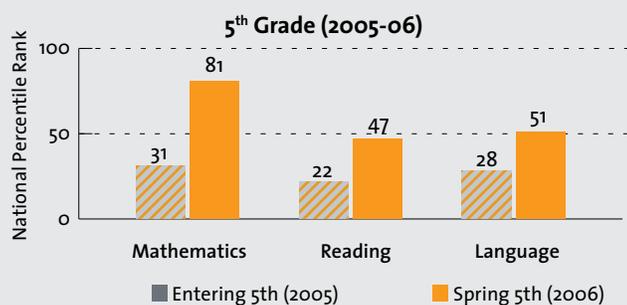
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP Academy of Opportunity

Los Angeles, CA

[www.kippkao.org](http://www.kippkao.org)

Data on this page is as of September 2006

Open since 2003



**School Leader:** Mikelle Willis

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 344

**Number of Full-time Teachers:** 15

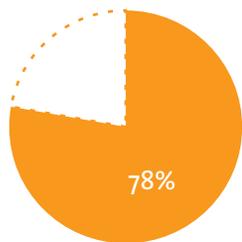
**Met Adequate Yearly Progress in 2006:** Yes

**State API Score in 2006:** 772

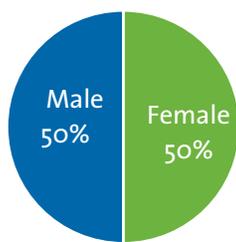
California's Academic Performance Index (API) reflects the growth of a school's academic performance based on annual results of statewide testing. The API ranges from 200 to 1000, with a statewide performance target of 800.

## Student Demographics

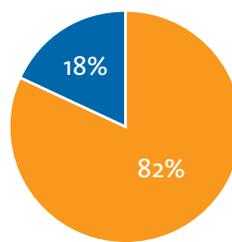
### Eligible for Federal Meals



### Gender



### Race/ethnicity



- Hispanic/Latino
- African American
- Caucasian
- Asian/Pacific Islander
- Other

## Financial Information

**Per-Pupil Funding:** \$6,200  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** Archdiocese lease

**Size (sq ft):** 20,000

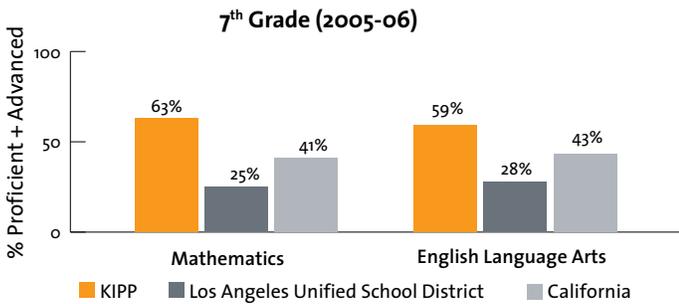
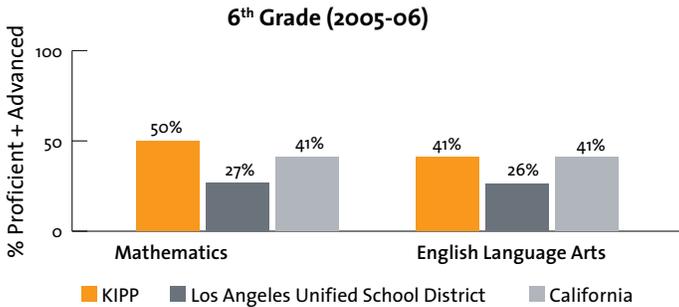
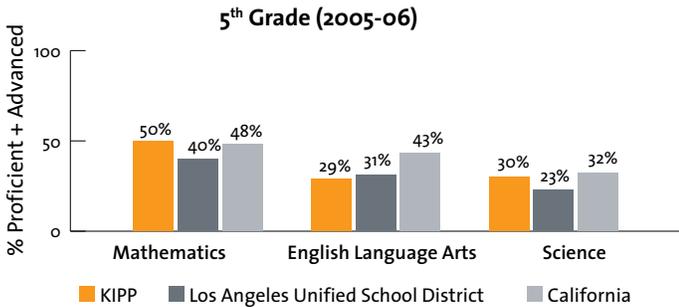


# KIPP Results

## State Criterion-referenced Test (2005-2006)

### California Standards Test

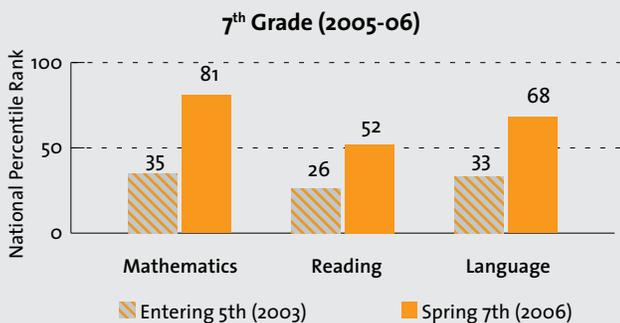
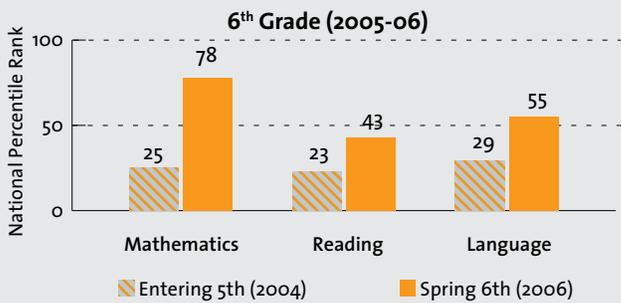
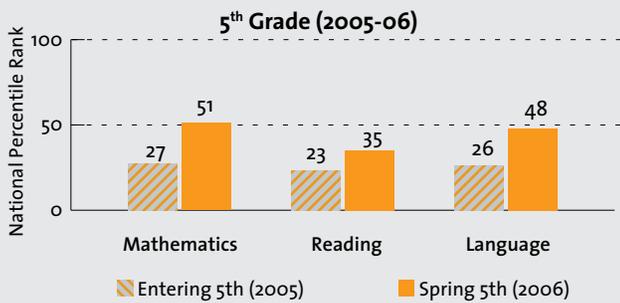
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP Adelante Preparatory Academy

San Diego, CA

[www.kippadelante.org](http://www.kippadelante.org)

Data on this page is as of September 2006

Open since 2003



**School Leader:** Kelly Wright

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 335

**Number of Full-time Teachers:** 16

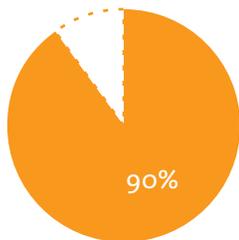
**Met Adequate Yearly Progress in 2006:** Yes

**State API Score in 2006:** 858

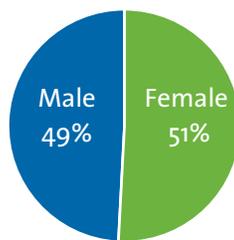
California's Academic Performance Index (API) reflects the growth of a school's academic performance based on annual results of statewide testing. The API ranges from 200 to 1000, with a statewide performance target of 800.

## Student Demographics

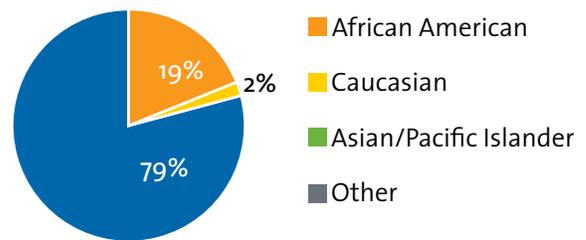
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$5,900  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** Commercial lease

**Size (sq ft):** 21,000

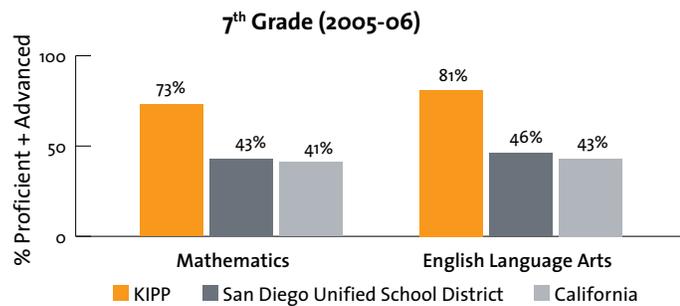
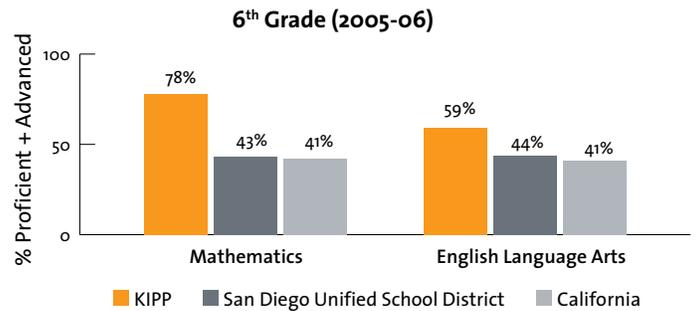
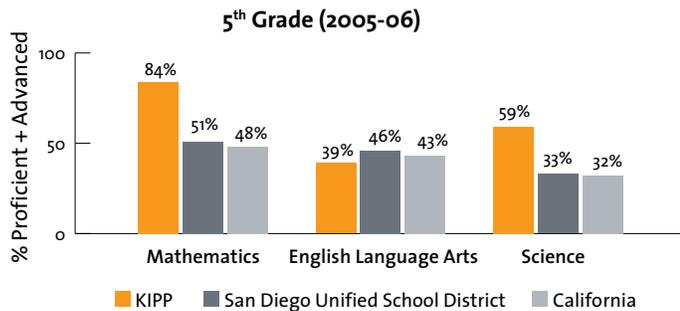


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### California Standards Test

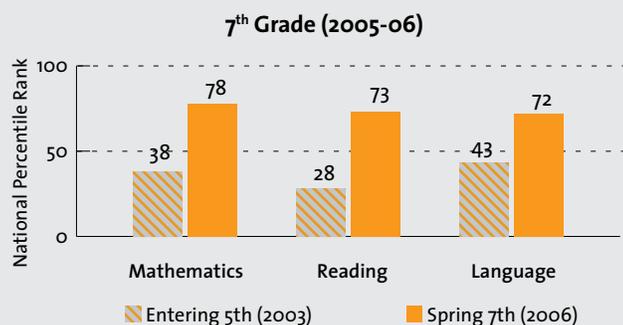
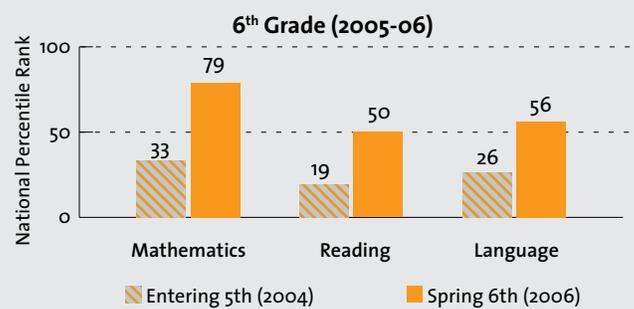
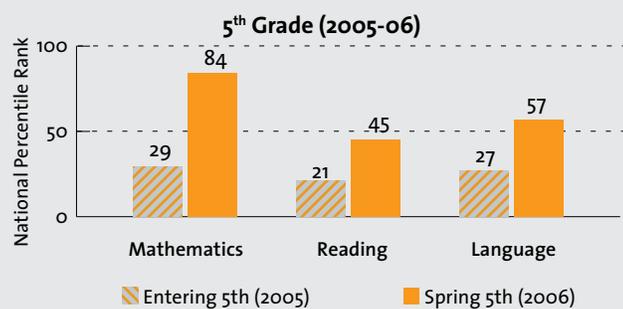
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP Bayview Academy

San Francisco, CA

[www.kippbayarea.org](http://www.kippbayarea.org)

Data on this page is as of September 2006

Open since 2003



**School Leader:** Molly Wood

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 244

**Number of Full-time Teachers:** 18

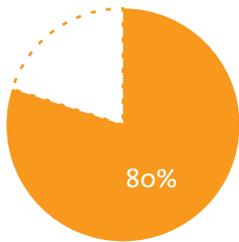
**Met Adequate Yearly Progress in 2006:** Yes

**State API Score in 2006:** 706

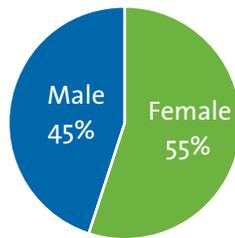
California's Academic Performance Index (API) reflects the growth of a school's academic performance based on annual results of statewide testing. The API ranges from 200 to 1000, with a statewide performance target of 800.

## Student Demographics

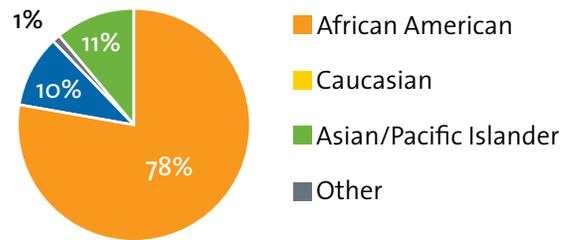
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$5,900  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** Archdiocese lease

**Size (sq ft):** 25,000

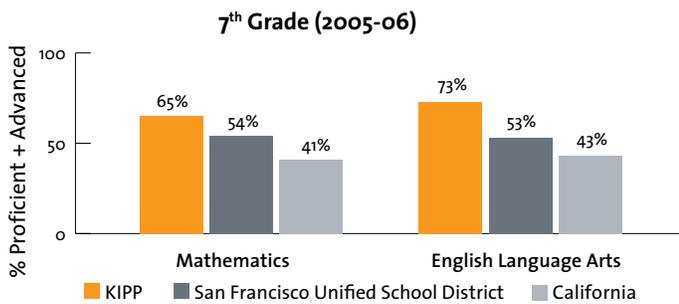
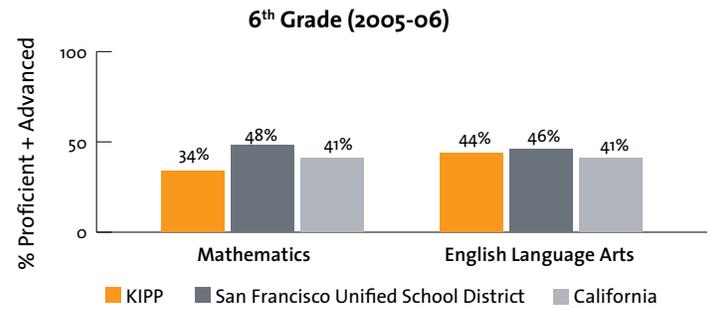
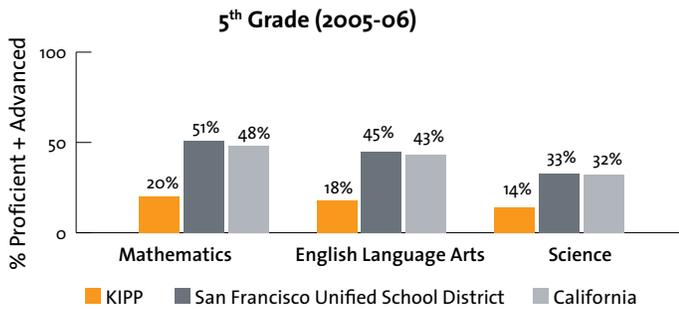


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### California Standards Test

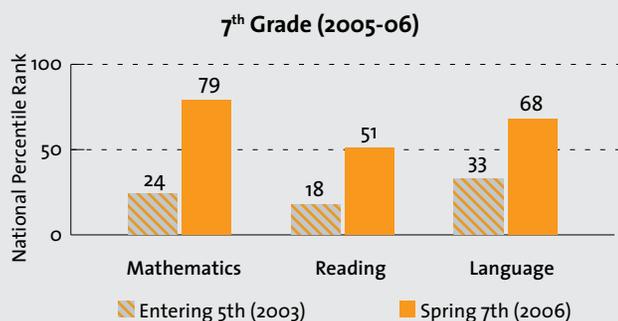
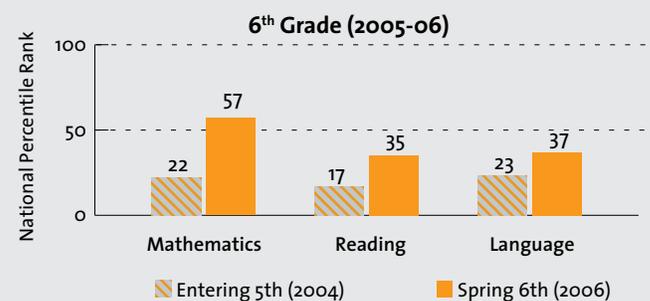
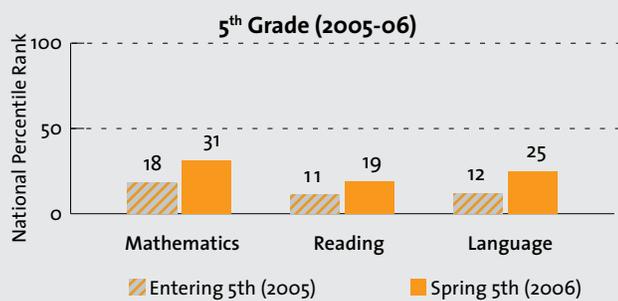
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP Bridge College Preparatory

Oakland, CA

[www.kippbayarea.org](http://www.kippbayarea.org)

Data on this page is as of September 2006



**School Leader:** David Ling

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 252

**Number of Full-time Teachers:** 16

**Met Adequate Yearly Progress in 2006:** Yes

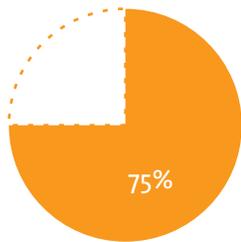
**State API Score in 2006:** 747

California's Academic Performance Index (API) reflects the growth of a school's academic performance based on annual results of statewide testing. The API ranges from 200 to 1000, with a statewide performance target of 800.

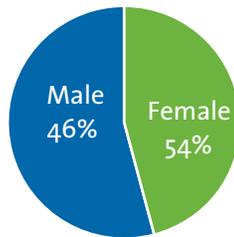
**Open since 2002**

## Student Demographics

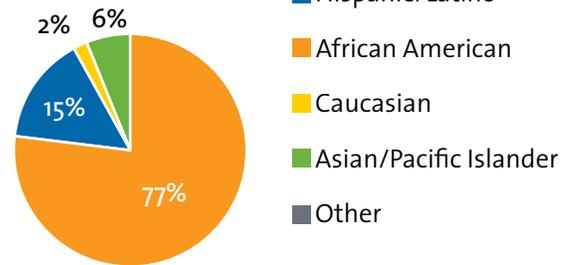
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$4,500  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** District space (district school)

**Size (sq ft):** 80,000

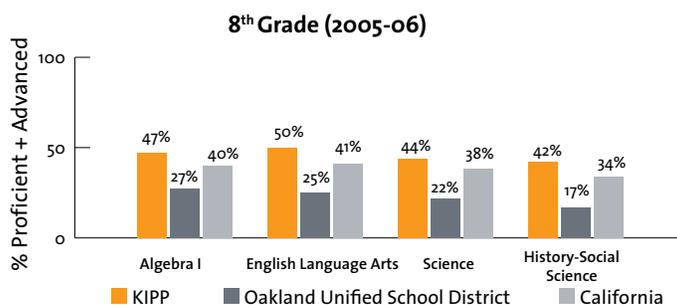
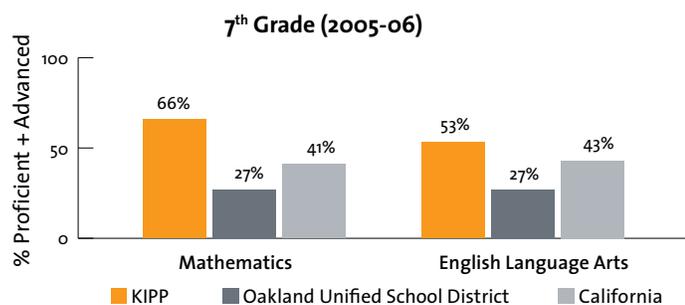
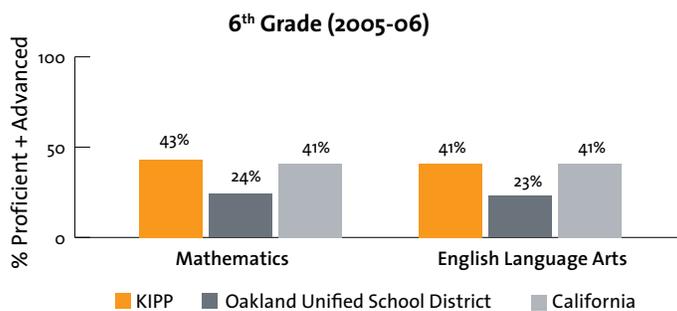
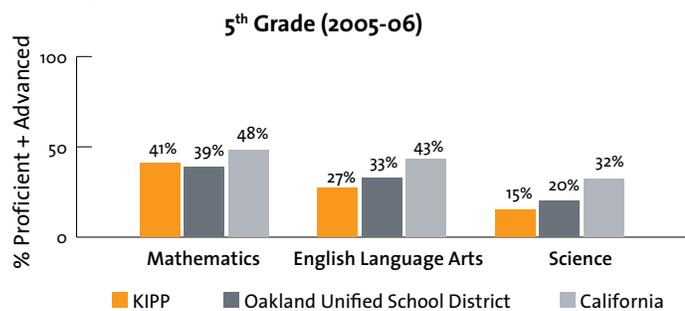


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### California Standards Test

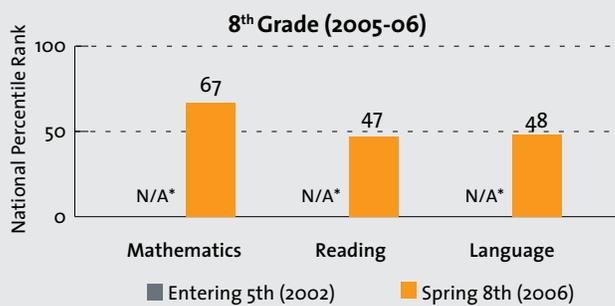
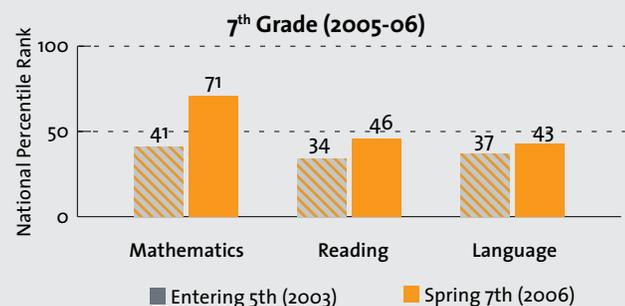
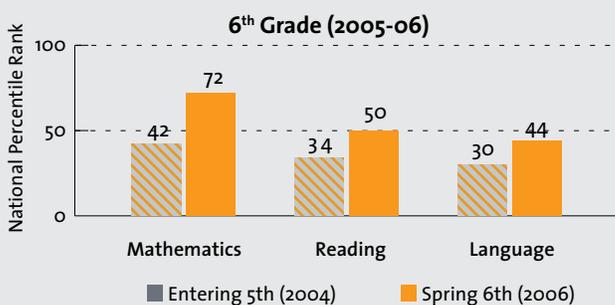
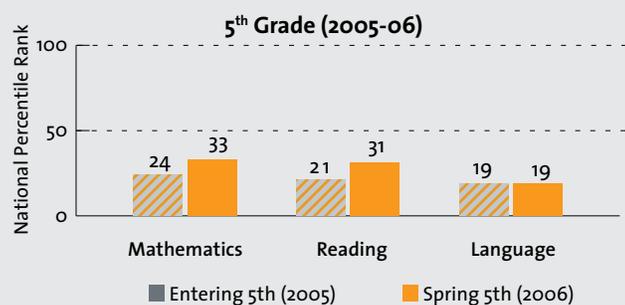
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



\*Entering test not given

# KIPP Heartwood Academy

San Jose, CA

[www.kippbayarea.org](http://www.kippbayarea.org)

Data on this page is as of September 2006

Open since 2004



**School Leader:** Sehba Ali

**Grades Served:** 5-7

**Total Student Enrollment 2006-07:** 243

**Number of Full-time Teachers:** 13

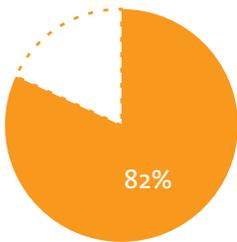
**Met Adequate Yearly Progress in 2006:** Yes

**State API Score in 2006:** 921

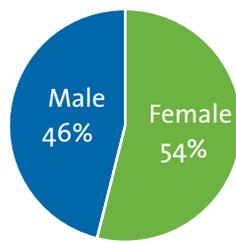
California's Academic Performance Index (API) reflects the growth of a school's academic performance based on annual results of statewide testing. The API ranges from 200 to 1000, with a statewide performance target of 800.

## Student Demographics

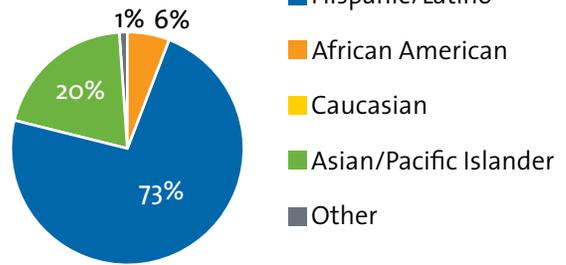
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$5,900  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** District lease

**Size (sq ft):** 21,000

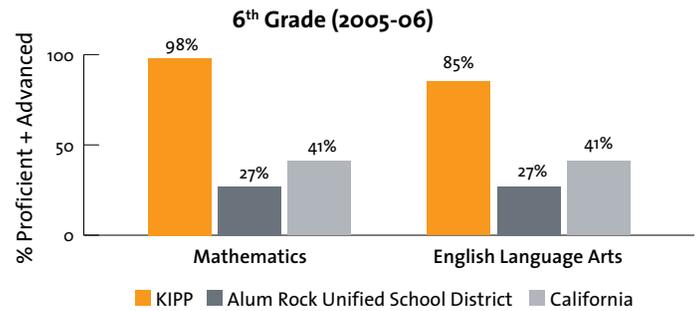
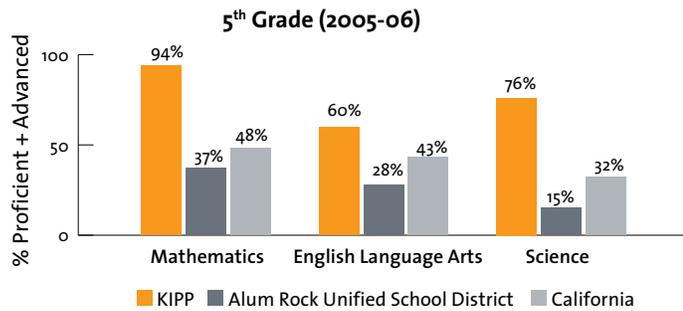


# KIPP Results

## State Criterion-referenced Test (2005-2006)

### California Standards Test

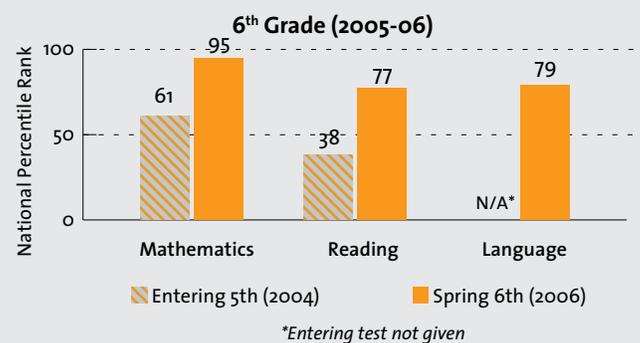
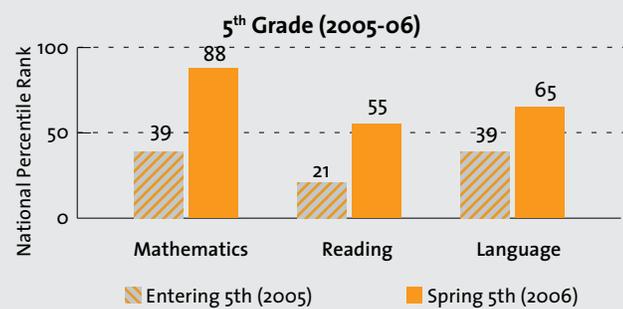
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP LA Prep

Los Angeles, CA

[www.kipplaprep.org](http://www.kipplaprep.org)

Data on this page is as of September 2006

Open since 2003



**Interim School Leader:** Robert Pambello

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 339

**Number of Full-time Teachers:** 15.5

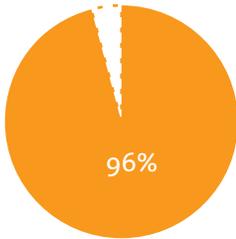
**Met Adequate Yearly Progress in 2006:** Yes

**State API Score in 2006:** 824

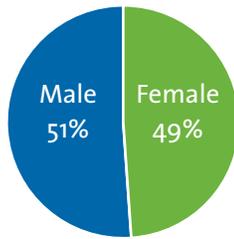
California's Academic Performance Index (API) reflects the growth of a school's academic performance based on annual results of statewide testing. The API ranges from 200 to 1000, with a statewide performance target of 800.

## Student Demographics

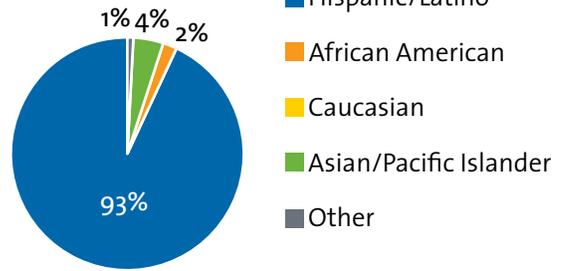
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,200  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** Commercial lease

**Size (sq ft):** 20,000

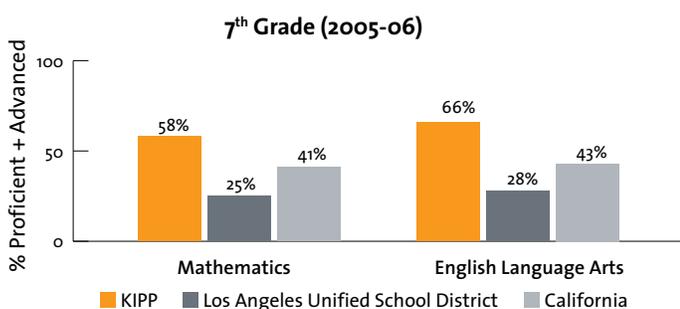
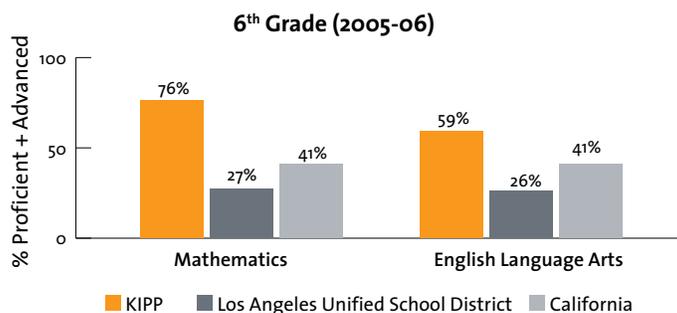
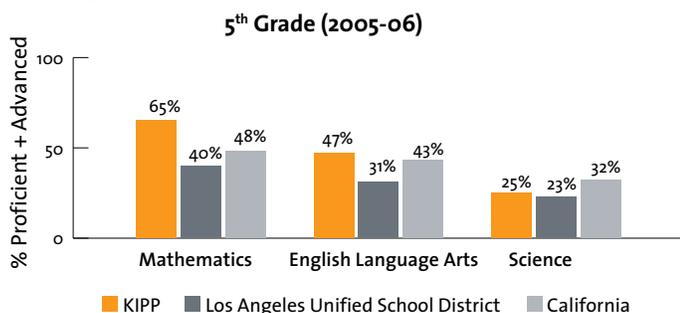


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### California Standards Test

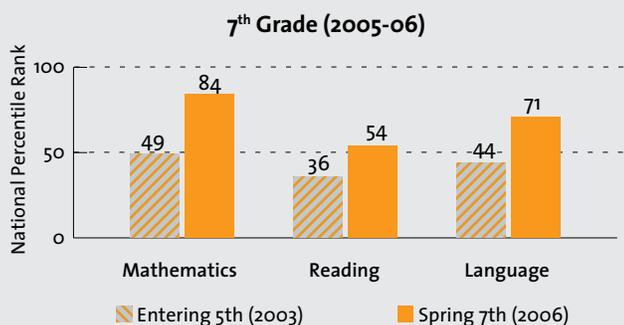
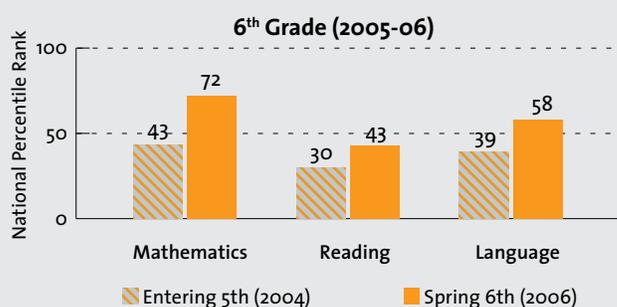
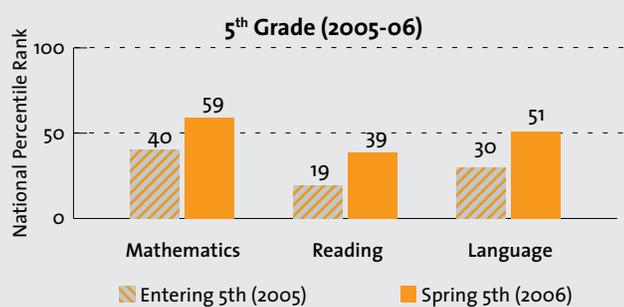
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP San Francisco Bay Academy

San Francisco, CA

[www.kippbayarea.org](http://www.kippbayarea.org)

Data on this page is as of September 2006

Open since 2003

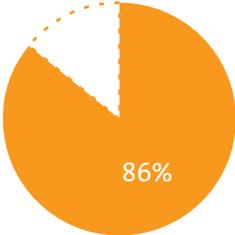


**School Leader:** Lydia Glassie  
**Grades Served:** 5-8  
**Total Student Enrollment 2006-07:** 254  
**Number of Full-time Teachers:** 15  
**Met Adequate Yearly Progress in 2006:** Yes  
**State API Score in 2006:** 838

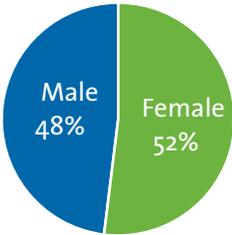
California's Academic Performance Index (API) reflects the growth of a school's academic performance based on annual results of statewide testing. The API ranges from 200 to 1000, with a statewide performance target of 800.

## Student Demographics

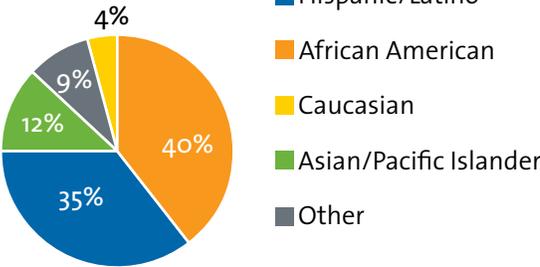
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$5,900  
 Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** District lease  
**Size (sq ft):** 35,000

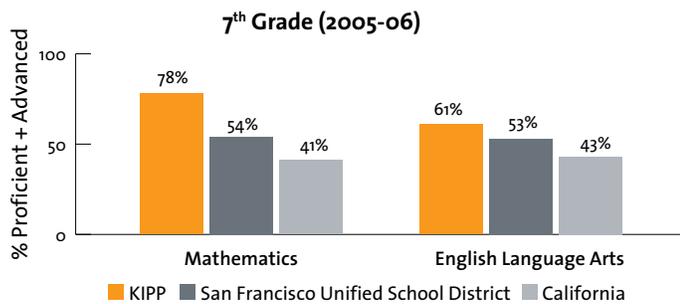
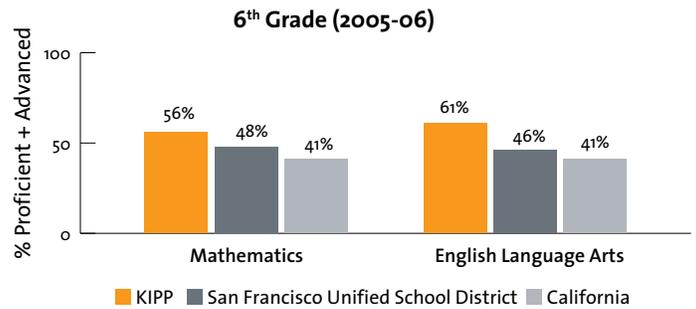
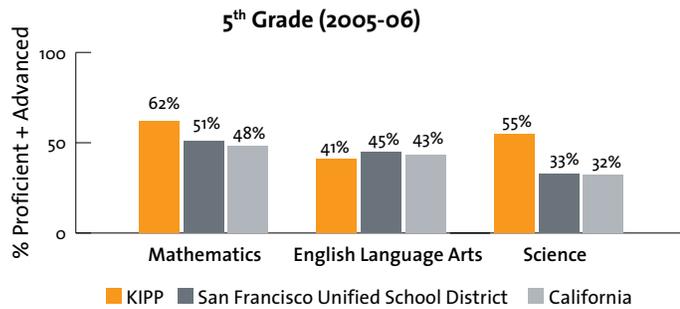


# KIPP®Results

## State Criterion-referenced Test (2005-2006)

### California Standards Test

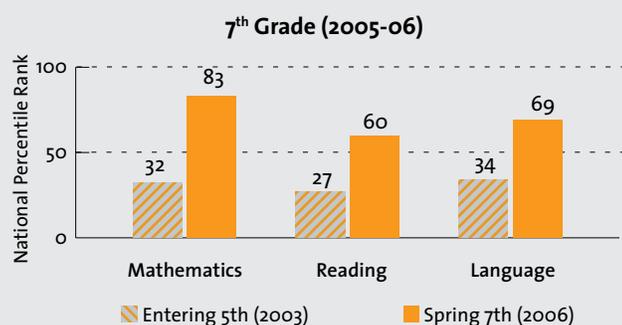
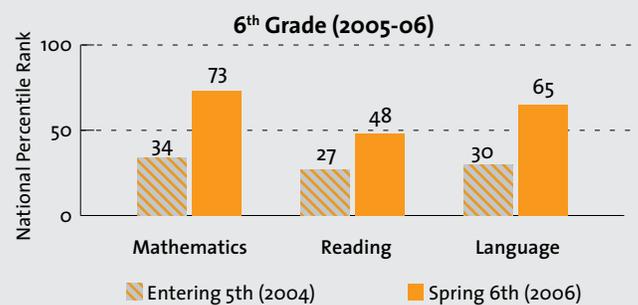
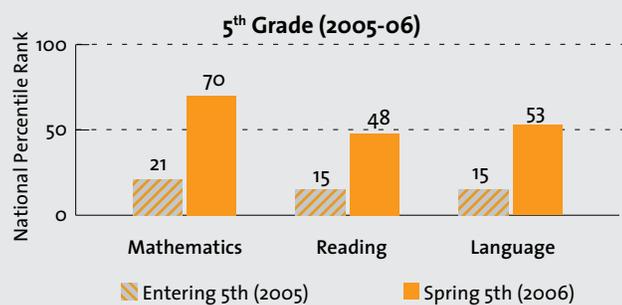
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP Summit Academy

San Lorenzo, CA

[www.kippbayarea.org](http://www.kippbayarea.org)

Data on this page is as of September 2006

Open since 2003



**School Leader:** Cathy Cowan

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 330

**Number of Full-time Teachers:** 17.5

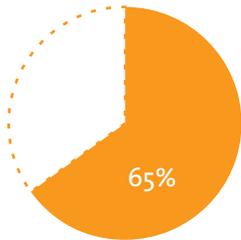
**Met Adequate Yearly Progress in 2006:** Yes

**State API Score in 2006:** 817

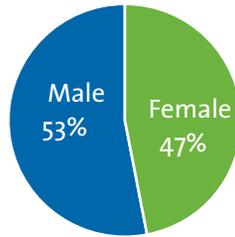
California's Academic Performance Index (API) reflects the growth of a school's academic performance based on annual results of statewide testing. The API ranges from 200 to 1000, with a statewide performance target of 800.

## Student Demographics

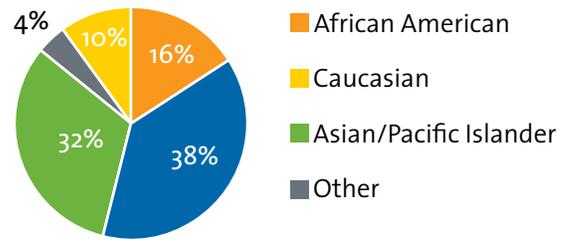
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$5,900  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** District lease

**Size (sq ft):** 30,000

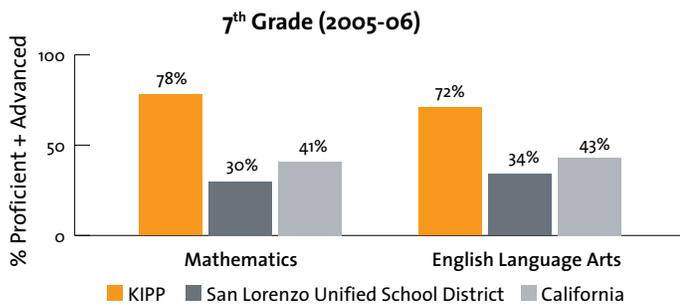
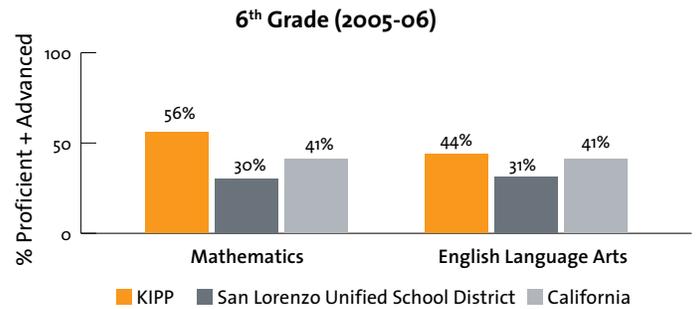
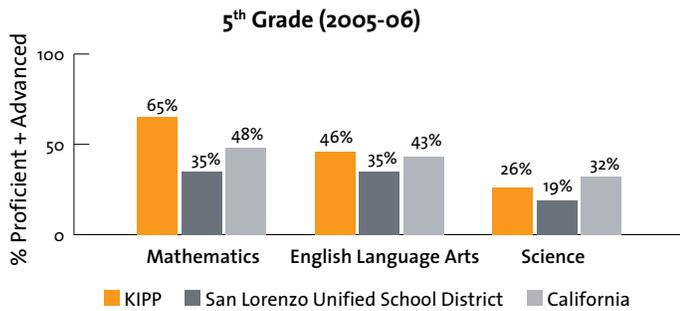


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### California Standards Test

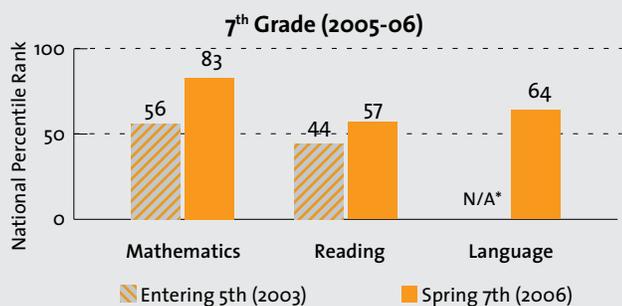
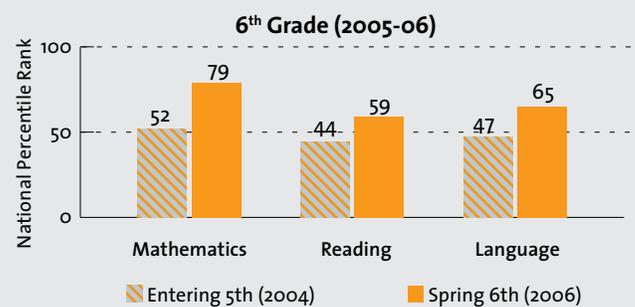
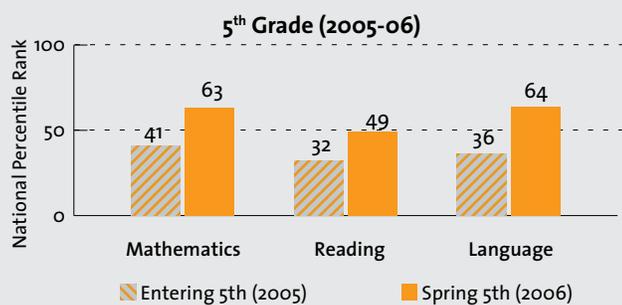
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



\*Entering test not given

# KIPP Sunshine Peak Academy

Denver, CO

[www.sunshinepeak.org](http://www.sunshinepeak.org)

Data on this page is as of September 2006



**School Leader:** Rich Barrett

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 323

**Number of Full-time Teachers:** 22

**Met Adequate Yearly Progress in 2006:** Yes

**State Performance Rating in 2006:** High\*

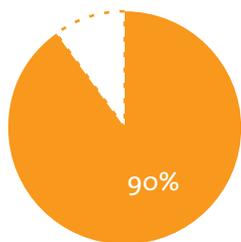
*There are five overall academic performance ratings: Excellent, High, Average, Low and Unsatisfactory. These ratings are based on the results of the Colorado Student Assessment Program.*

*\*KIPP Sunshine Peak Academy is recognized by Colorado as a middle school and received a rating of High under this designation. However, the school also receives a separate elementary rating because it serves grades 5 and 6. The rating for elementary school in 2005-2006 was Low with Significant Improvement.*

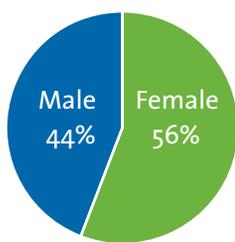
Open since 2002

## Student Demographics

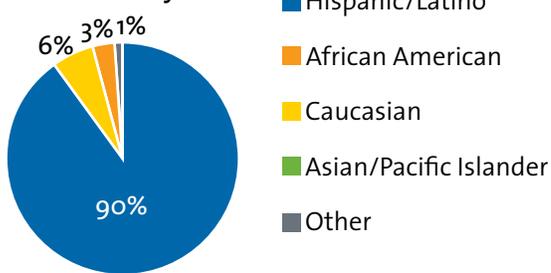
### Eligible for Federal Meals



### Gender



### Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,800  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** Combination district lease and modular lease

**Size (sq ft):** 24,000

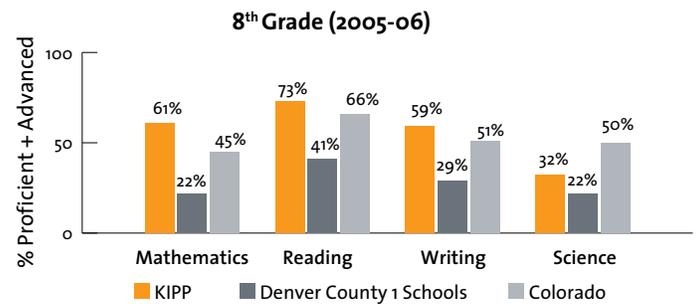
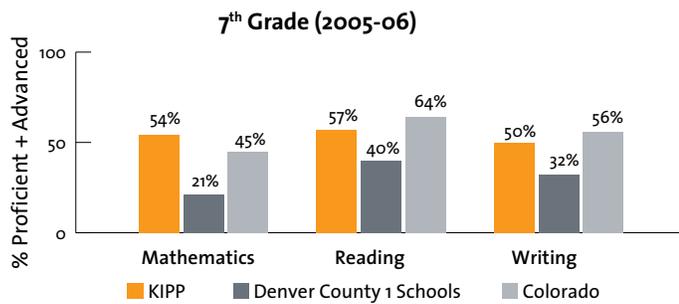
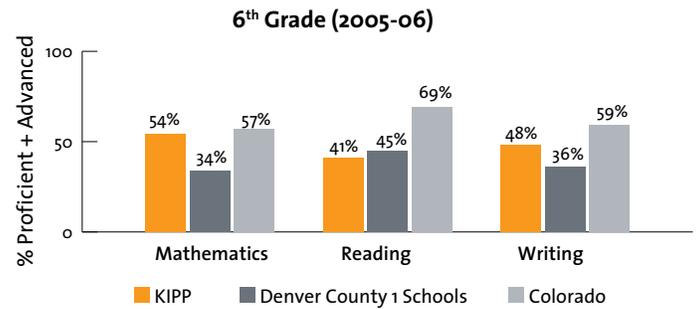
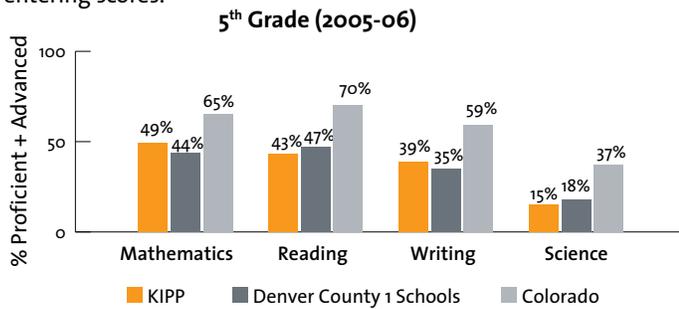


# KIPP Results

## State Criterion-referenced Test (2005-2006)

### Colorado Student Assessment Program

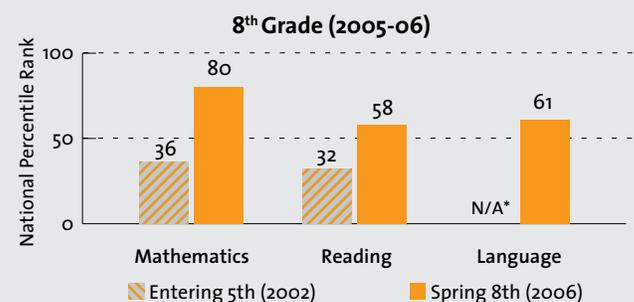
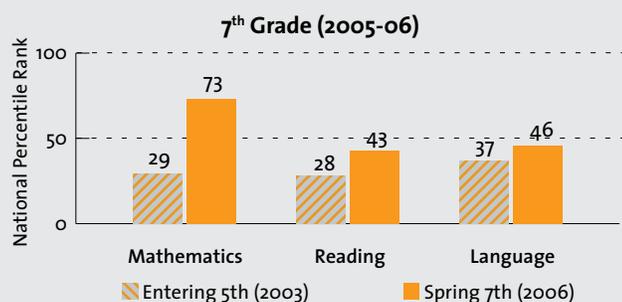
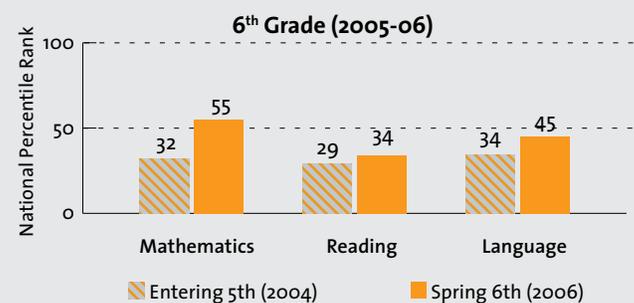
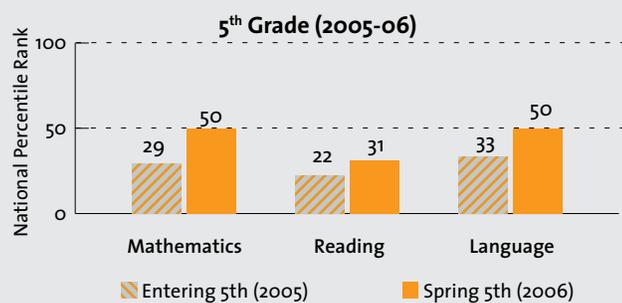
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Iowa Test of Basic Skills/Stanford Achievement Test\*

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



\*KIPP Sunshine Peak Academy administered the Iowa Test of Basic Skills (ITBS) in the fall of 2002. Therefore, entering scores for 8th graders are based on the ITBS while end of 8th grade scores are based on the Stanford Achievement Test.

# KIPP DC: AIM Academy

Washington, DC

[www.kippdc.org](http://www.kippdc.org)

Data on this page is as of September 2006



**School Leader:** Khala Johnson

**Grades Served:** 5-6

**Total Student Enrollment 2006-07:** 167

**Number of Full-time Teachers:** 12

**Met Adequate Yearly Progress in 2006:** No

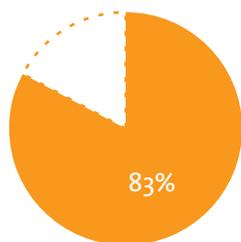
**State Rating in 2006:** Not Applicable

*Washington, DC does not use a rating system.*

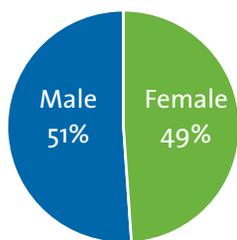
Open since 2005

## Student Demographics

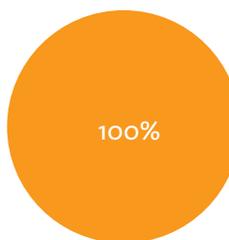
### Eligible for Federal Meals



### Gender



### Race/ethnicity



- Hispanic/Latino
- African American
- Caucasian
- Asian/Pacific Islander
- Other

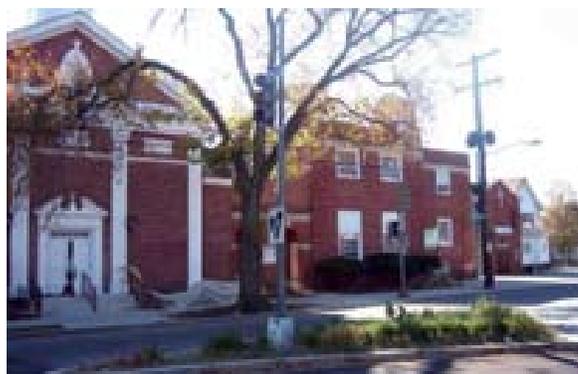
## Financial Information

**Per-Pupil Funding:** \$13,000  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** Combination commercial and church lease

**Size (sq ft):** 27,000

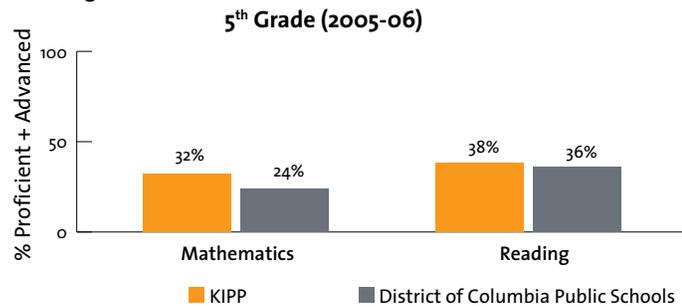


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### DC Comprehensive Assessment System

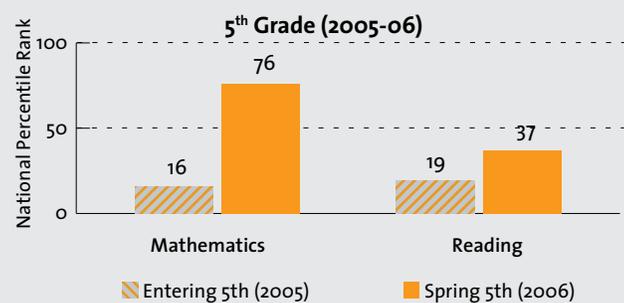
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



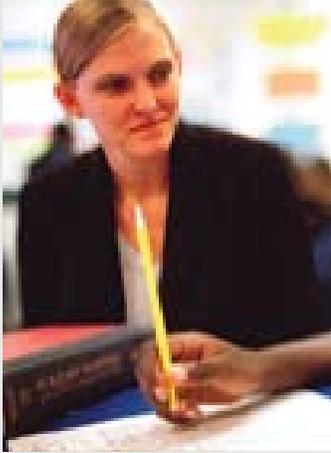
# KIPP DC: KEY Academy

Washington, DC

[www.kippdc.org](http://www.kippdc.org)

Data on this page is as of September 2006

Open since 2001



**School Leader:** Sarah Hayes

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 323

**Number of Full-time Teachers:** 24

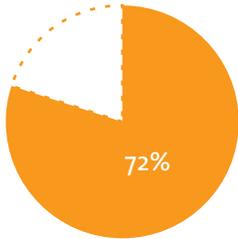
**Met Adequate Yearly Progress in 2006:** Yes

**State Rating in 2006:** Not Applicable

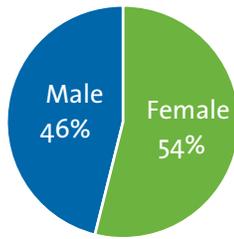
*Washington, DC does not use a rating system.*

## Student Demographics

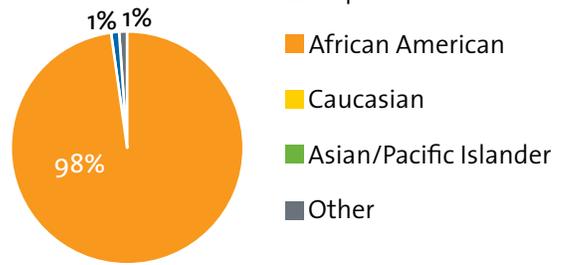
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$13,000  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** Commercial lease

**Size (sq ft):** 28,000

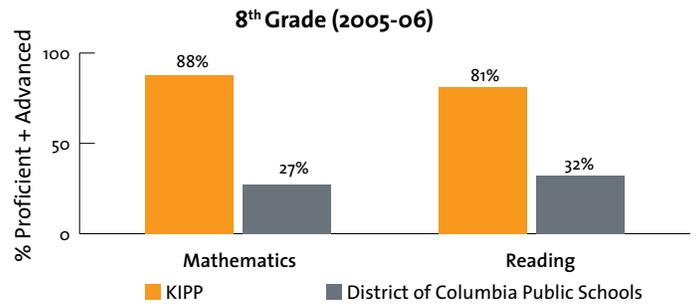
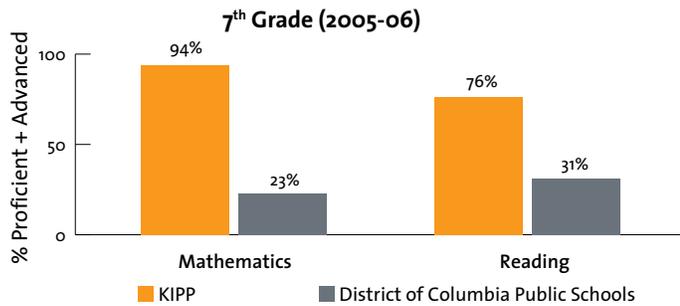
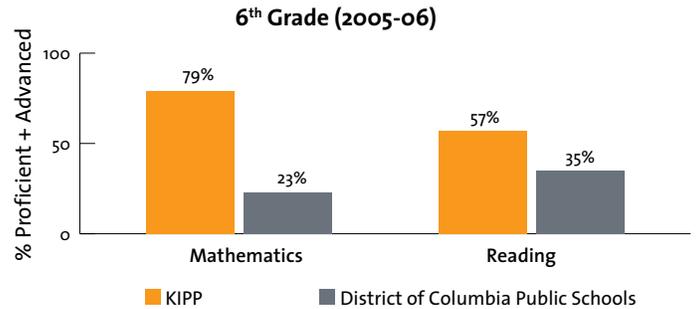
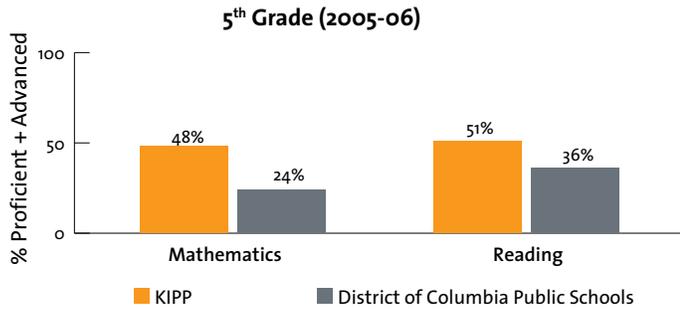


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### DC Comprehensive Assessment System

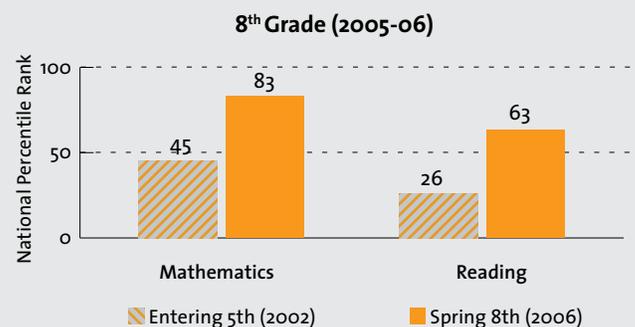
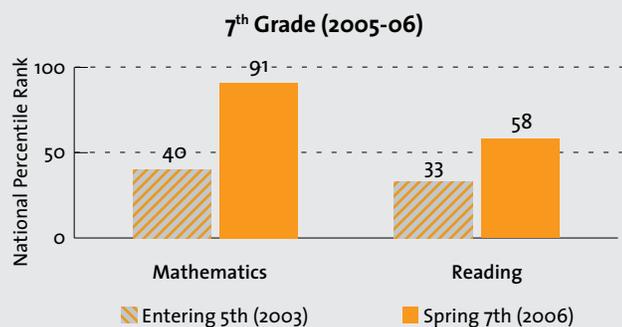
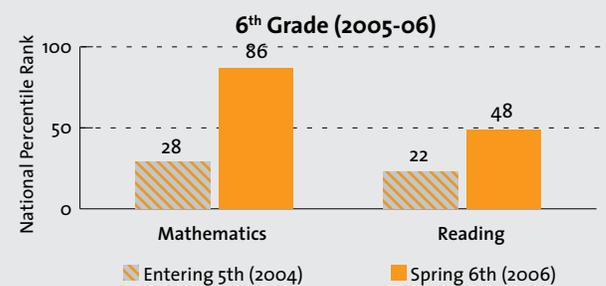
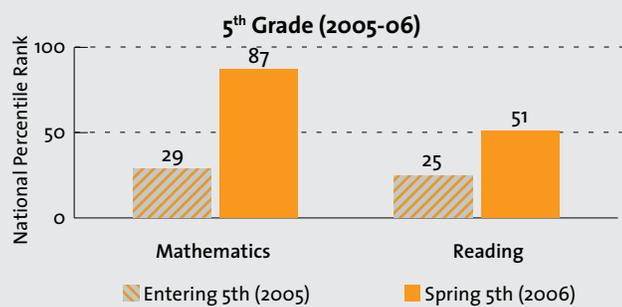
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



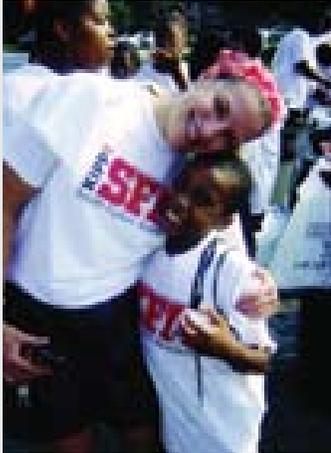
# KIPP South Fulton Academy

East Point, GA

[www.kippsouthfulton.org](http://www.kippsouthfulton.org)

Data on this page is as of September 2006

Open since 2003



**School Leader:** Marina Volanakis

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 290

**Number of Full-time Teachers:** 20

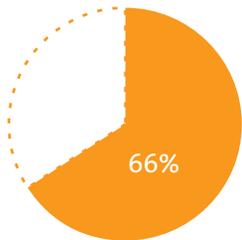
**Met Adequate Yearly Progress in 2006:** Yes

**State Improvement Status in 2006:** Distinguished

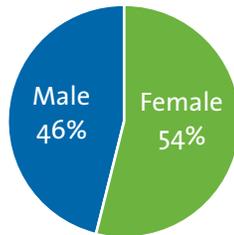
Georgia schools receive one of five ratings based on current and historical AYP ratings: Distinguished, Adequate, Adequate Did Not Meet, Needs Improvement - Made AYP, and Needs Improvement.

## Student Demographics

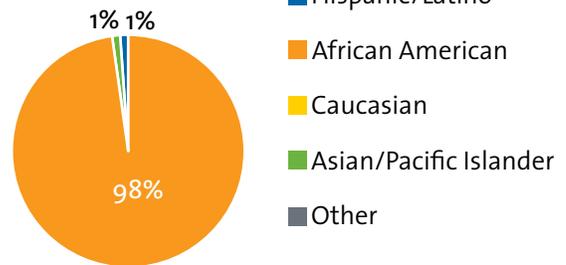
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,900  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** Owned by school

**Size (sq ft):** 52,643

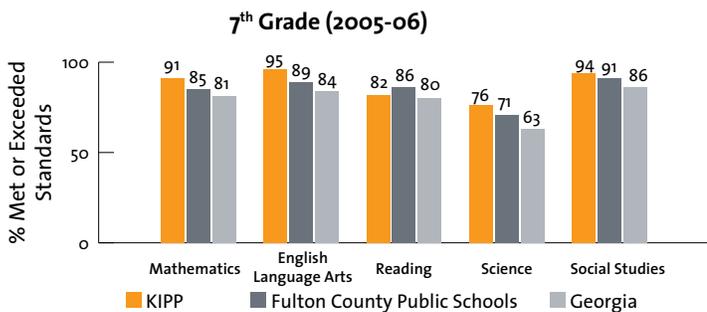
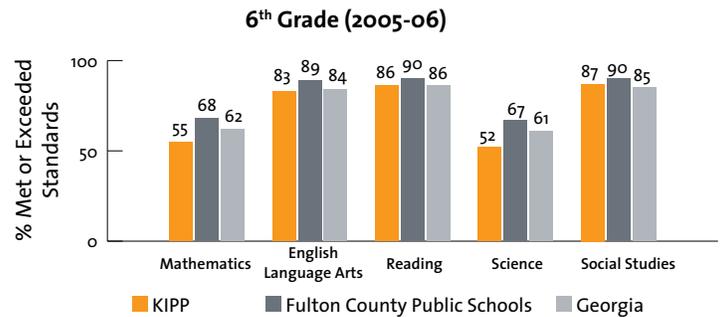
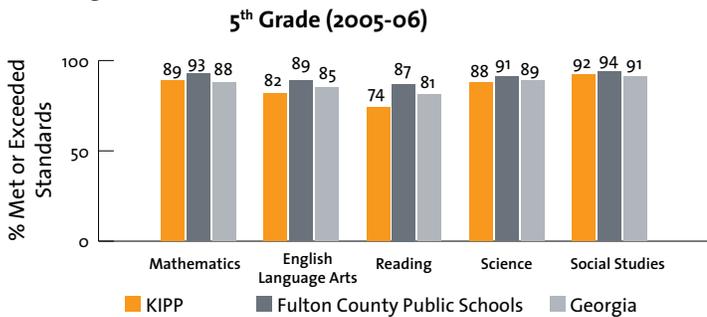


# KIPP Results

## State Criterion-referenced Test (2005-2006)

### Criterion-Referenced Competency Test

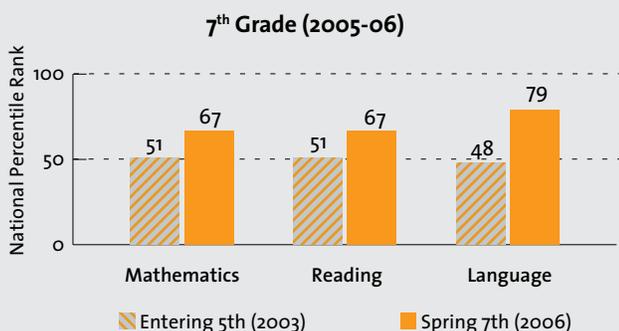
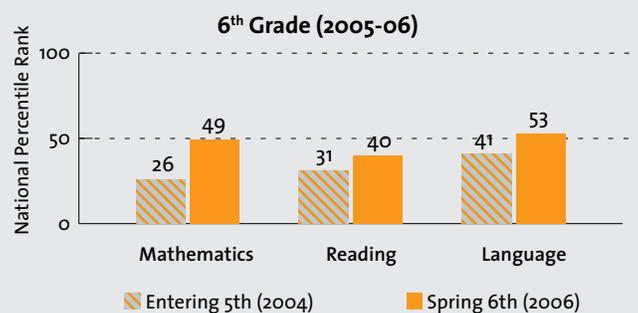
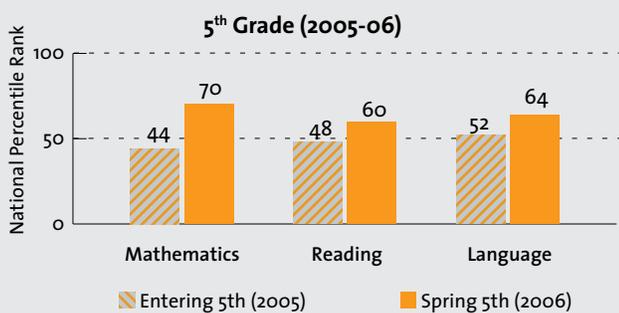
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Iowa Test of Basic Skills

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP WAYS Academy

Atlanta, GA

[www.kippways.org](http://www.kippways.org)

Data on this page is as of September 2006

Open since 2003



**School Leader:** David Jernigan

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 288

**Number of Full-time Teachers:** 18.5

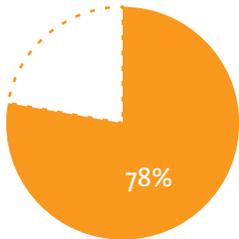
**Met Adequate Yearly Progress in 2006:** Yes

**State Improvement Status in 2006:** Distinguished

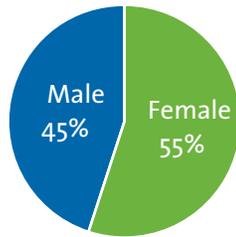
Georgia schools receive one of five ratings based on current and historical AYP ratings: Distinguished, Adequate, Adequate Did Not Meet, Needs Improvement - Made AYP, and Needs Improvement.

## Student Demographics

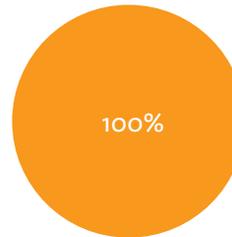
Eligible for Federal Meals



Gender



Race/ethnicity



- Hispanic/Latino
- African American
- Caucasian
- Asian/Pacific Islander
- Other

## Financial Information

**Per-Pupil Funding:** \$7,800  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** District lease

**Size (sq ft):** 39,443



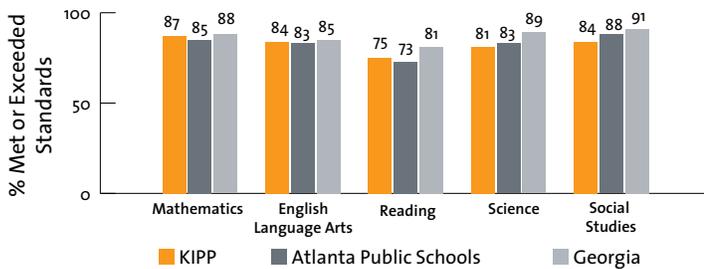
# KIPP® Results

## State Criterion-referenced Test (2005-2006)

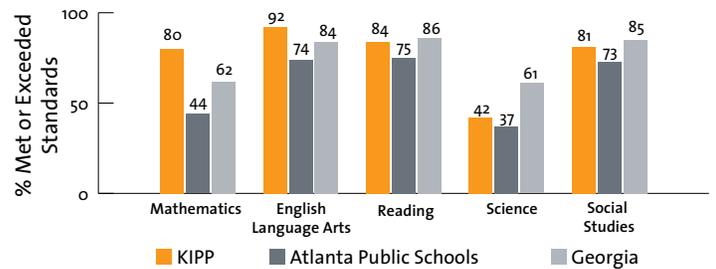
### Criterion-Referenced Competency Test

This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.

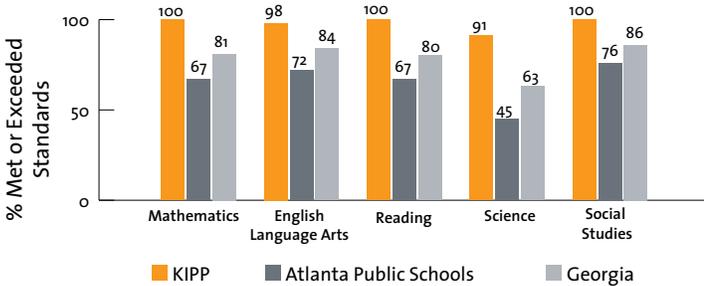
5<sup>th</sup> Grade (2005-06)



6<sup>th</sup> Grade (2005-06)



7<sup>th</sup> Grade (2005-06)

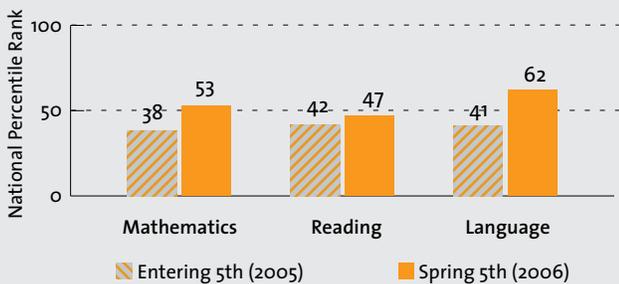


## Nationally Norm-referenced Test

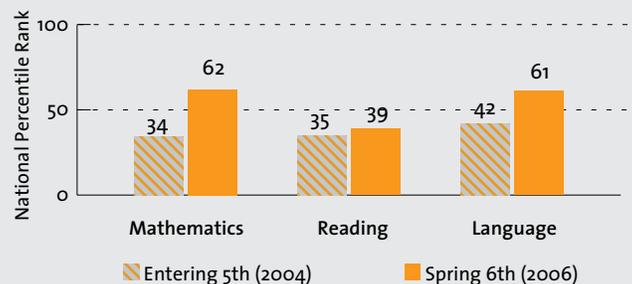
### Iowa Test of Basic Skills

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.

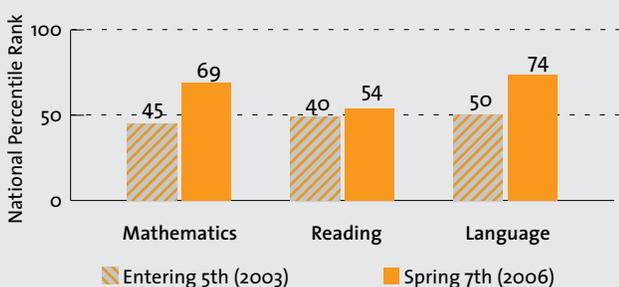
5<sup>th</sup> Grade (2005-06)



6<sup>th</sup> Grade (2005-06)



7<sup>th</sup> Grade (2005-06)



# KIPP Ascend Charter School

Chicago, IL

[www.kippascend.org](http://www.kippascend.org)

Data on this page is as of September 2006

Open since 2003



**School Leader:** Jim O'Connor

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 305

**Number of Full-time Teachers:** 19

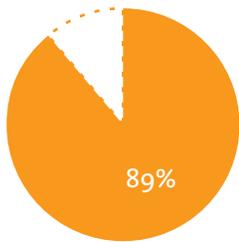
**Met Adequate Yearly Progress in 2006:** Yes

**State Honor Roll in 2006:** Not Yet Available

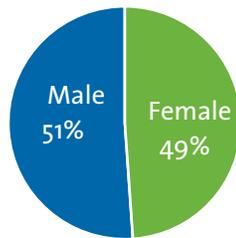
*Illinois awards the following: Spotlight Awards to high performing schools closing the achievement gap, Academic Improvement Awards to schools demonstrating substantial gains, and Excellence Awards to schools sustaining high performance.*

## Student Demographics

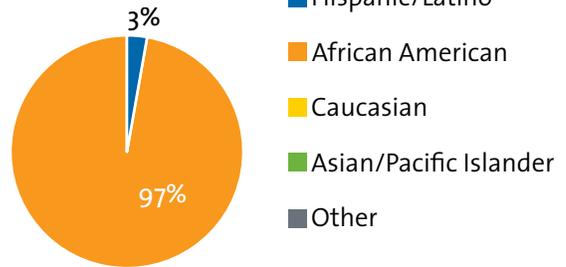
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,900  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** District lease

**Size (sq ft):** 42,000

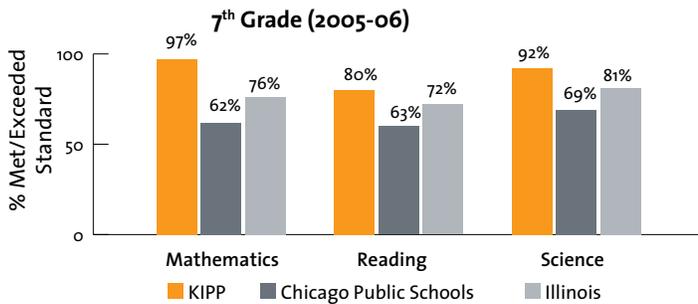
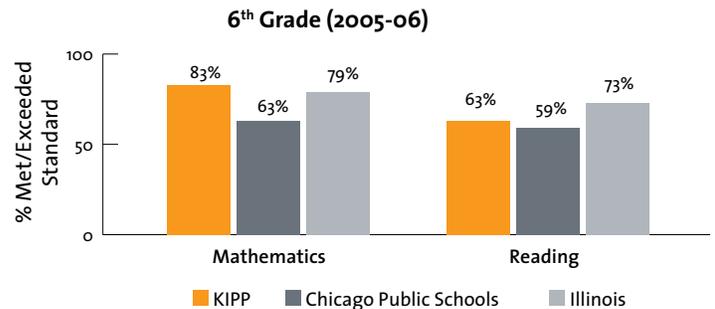
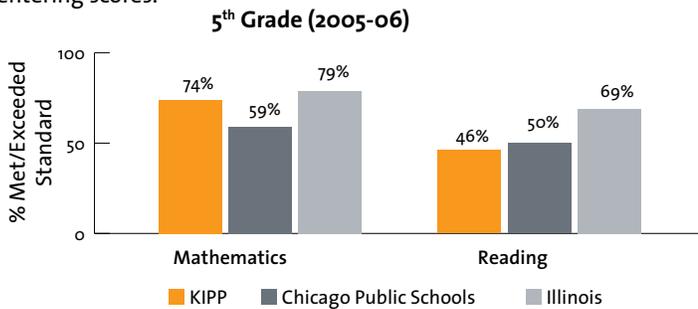


# KIPP Results

## State Criterion-referenced Test (2005-2006)

### Illinois Standards Achievement Test

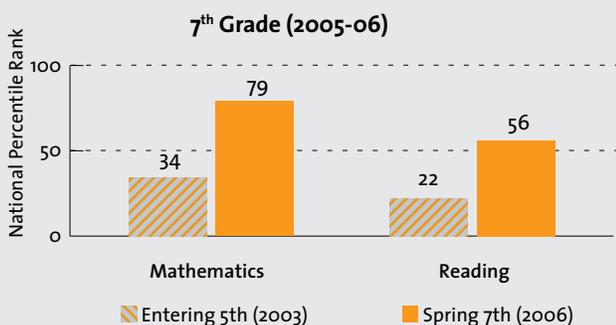
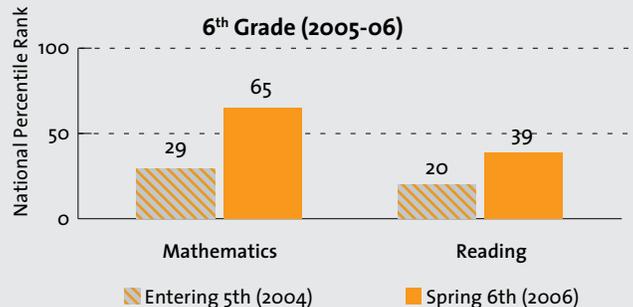
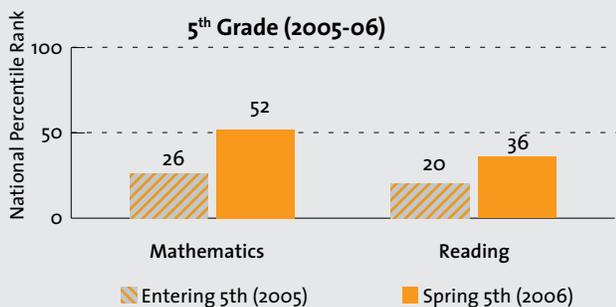
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP Indianapolis College Preparatory

Indianapolis, IN

[www.kippindy.org](http://www.kippindy.org)

Data on this page is as of September 2006

**Open since 2004**



**School Leader:** Omotayo Ola-Niyi

**Grades Served:** 5-7

**Total Student Enrollment 2006-07:** 221

**Number of Full-time Teachers:** 10

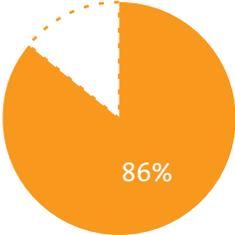
**Met Adequate Yearly Progress in 2006:** Not Yet Available

**State Categorical Rating in 2006:** Not Yet Available

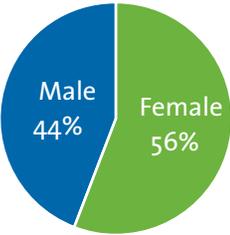
*Indiana schools are placed into one of five categories based upon improvement and performance on the ISTEP+ assessments: Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch, and Academic Probation.*

## Student Demographics

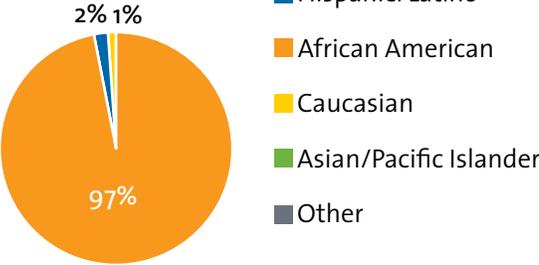
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,600  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** District lease

**Size (sq ft):** 32,000

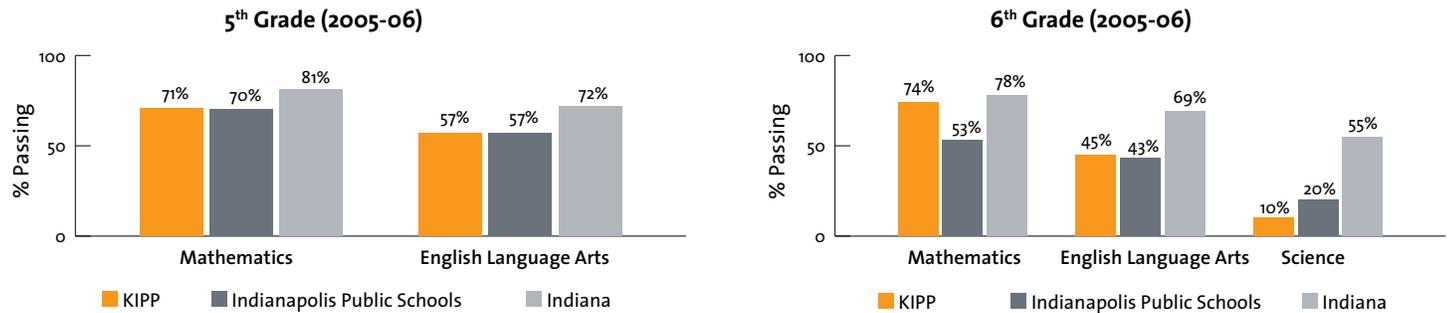


# KIPP® Results

## State Criterion-referenced Test (2005-2006)\*

### Indiana Statewide Testing for Educational Progress

This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary.

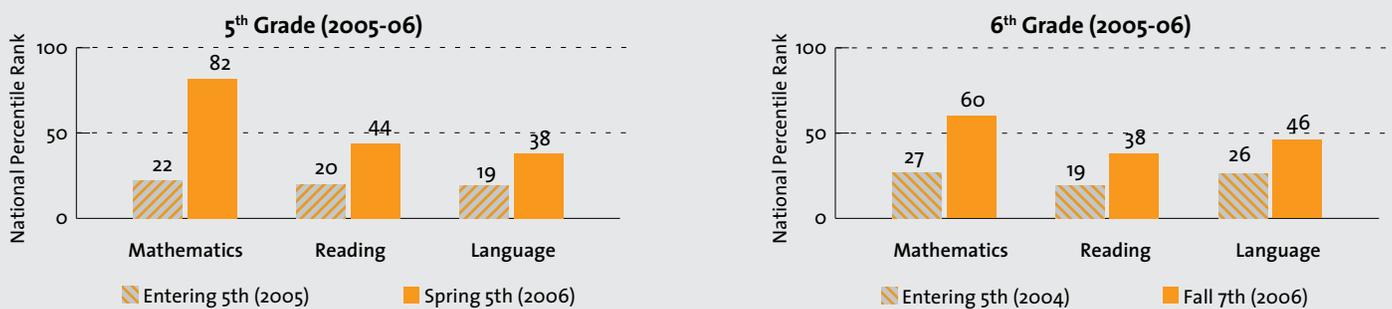


*\*Indiana administers its state test in the fall of each year. While the test was given during the 2006-2007 school year, the results reflect learning for the 2005-2006 year. Although KIPP Indianapolis 5th graders were tested at the beginning of 2006-2007, their scores represent starting levels of academic achievement. Because these scores do not reflect on the success of the school's educational program, they are not included here.*

## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP Harbor Academy

Edgewater, MD

[www.kippharboracademy.org](http://www.kippharboracademy.org)

Data on this page is as of September 2006

Open since 2005



**School Leader:** Jallon Brown

**Grades Served:** 5-6

**Total Student Enrollment 2006-07:** 119

**Number of Full-time Teachers:** 9

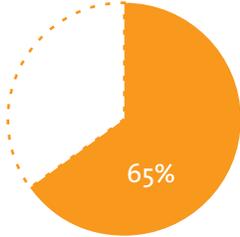
**Met Adequate Yearly Progress in 2006:** No

**State Rating in 2006:** Not Applicable

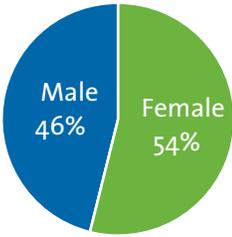
*Maryland does not use a rating system.*

## Student Demographics

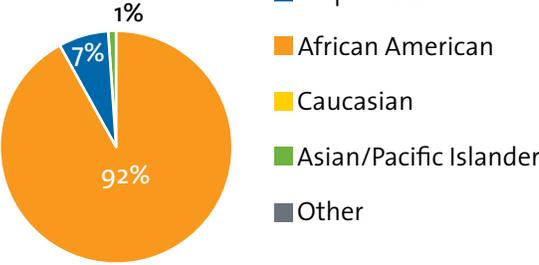
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$9,800  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** Commercial lease

**Size (sq ft):** 5,000

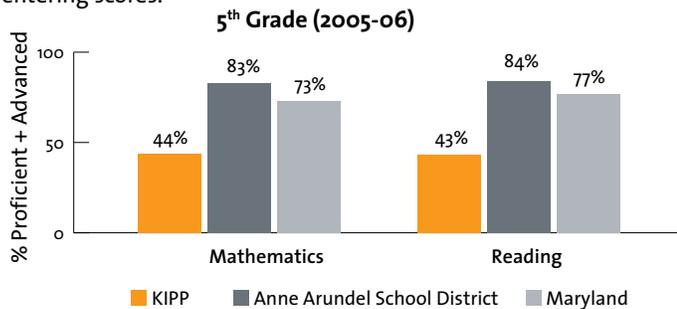


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### Maryland School Assessment

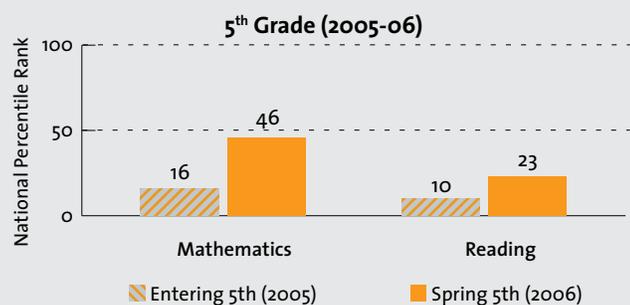
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP Ujima Village Academy

Baltimore, MD

[www.ujimavillage.org](http://www.ujimavillage.org)

Data on this page is as of September 2006

Open since 2002



**School Leader:** Shayna Hammond

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 310

**Number of Full-time Teachers:** 19

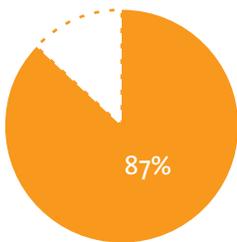
**Met Adequate Yearly Progress in 2006:** Yes

**State Rating in 2006:** Not Applicable

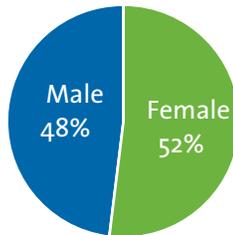
*Maryland does not use a rating system.*

## Student Demographics

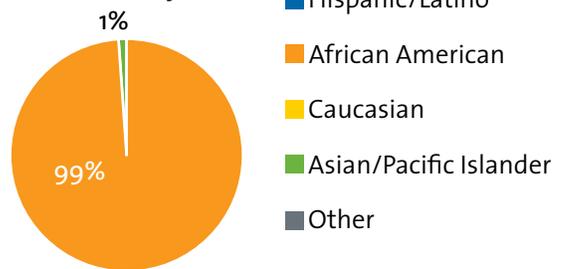
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,000  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** District lease

**Size (sq ft):** 35,000

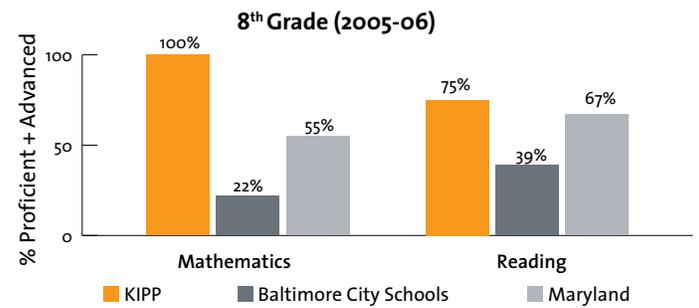
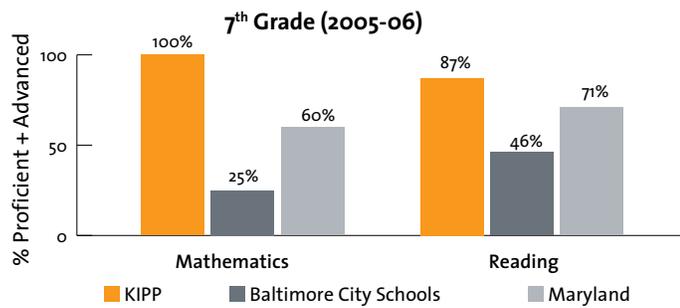
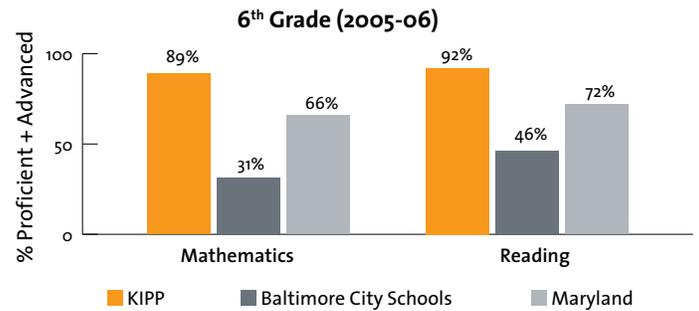
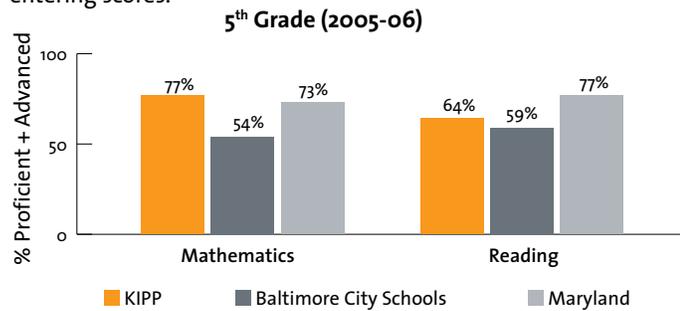


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### Maryland School Assessment

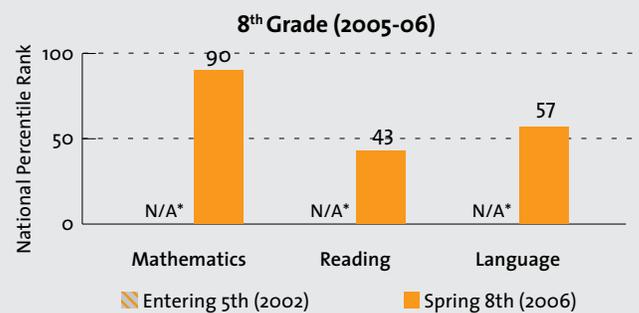
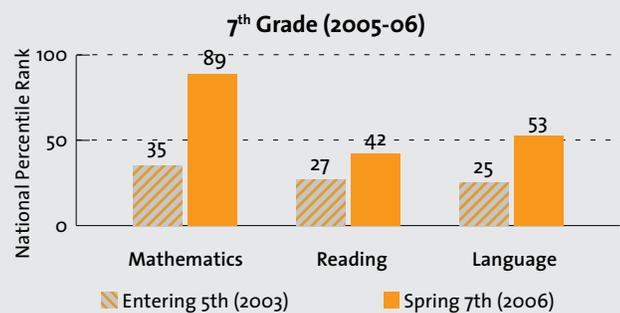
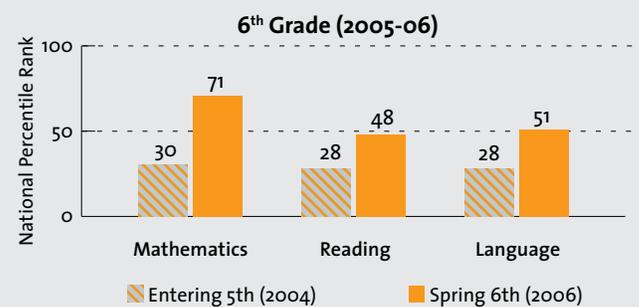
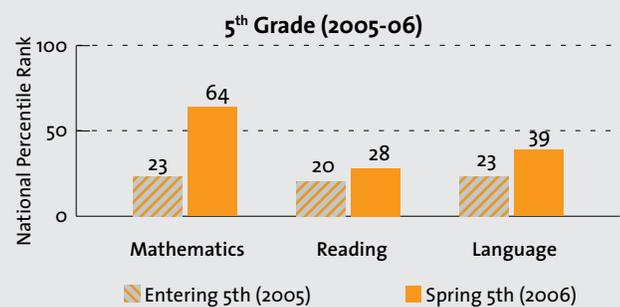
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



\*Entering test not given

# KIPP Academy Lynn

Lynn, MA

[www.kipplynn.org](http://www.kipplynn.org)

Data on this page is as of September 2006

Open since 2004



**School Leader:** Josh Zoia

**Grades Served:** 5-7

**Total Student Enrollment 2006-07:** 232

**Number of Full-time Teachers:** 17

**Met Adequate Yearly Progress in 2006:** Yes

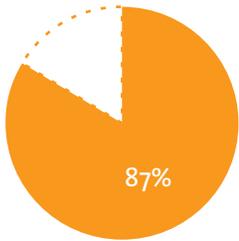
**State Performance Rating in 2006:** Math: High  
ELA: Not Rated\*

Massachusetts schools receive one of six performance ratings in English language arts and mathematics based on progress towards proficiency: Very High, High, Moderate, Low, Very Low, and Critically Low.

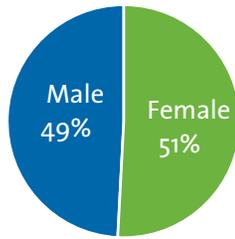
\*In Massachusetts, performance ratings for English language arts are calculated using test results from grades 3, 4, 7, and 10. Since KIPP Academy Lynn did not have any students in these grade levels in 2004-2005 or 2005-2006, no rating is available for English language arts.

## Student Demographics

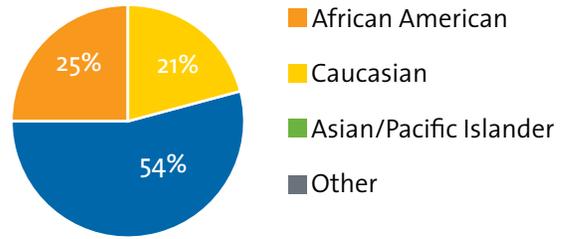
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$11,000  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** Archdiocese lease with modulares  
**Size (sq ft):** 15,000

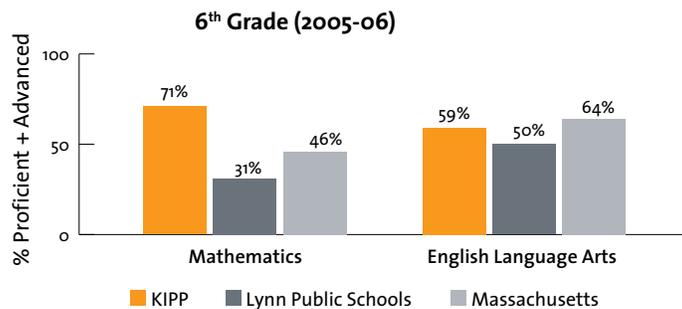
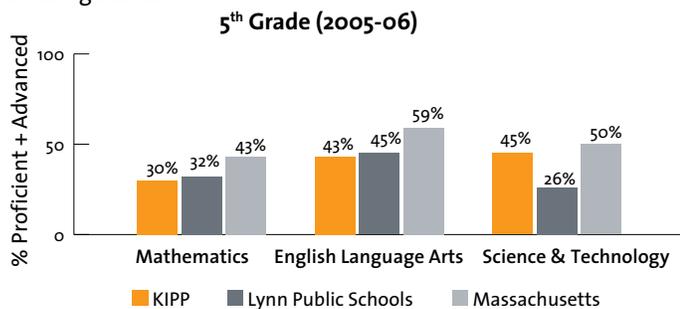


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### Massachusetts Comprehensive Assessment System

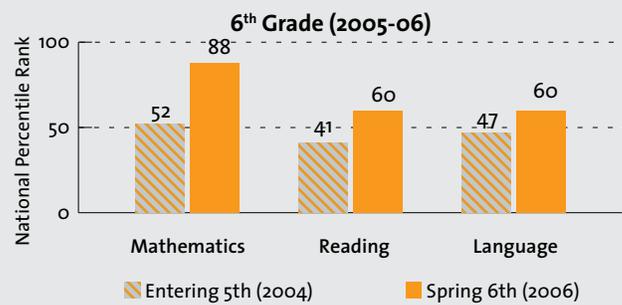
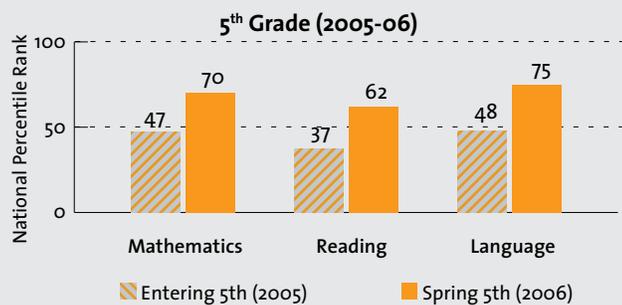
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# Freedom Academy Charter School, a KIPP school

Camden, NJ

[www.kippfreedomacademy.org](http://www.kippfreedomacademy.org)

Data on this page is as of September 2006

Open since 2004



**School Leader:** Ruthie Green-Brown

**Grades Served:** 5-7

**Total Student Enrollment 2006-07:** 221

**Number of Full-time Teachers:** 15.5

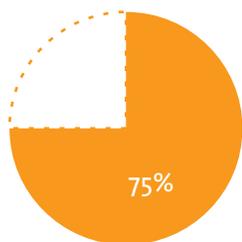
**Met Adequate Yearly Progress in 2006:** Yes

**State Rating in 2006:** Not Applicable

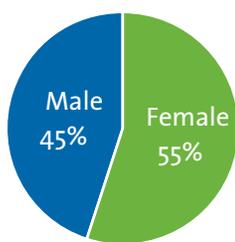
*New Jersey does not use a rating system.*

## Student Demographics

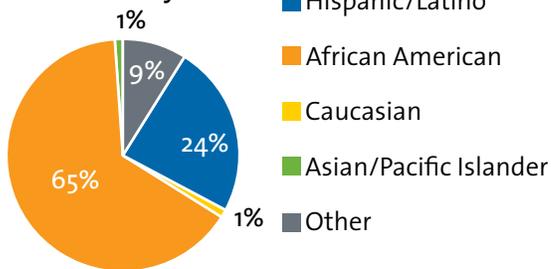
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$10,000  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** Archdiocese lease

**Size (sq ft):** 15,865

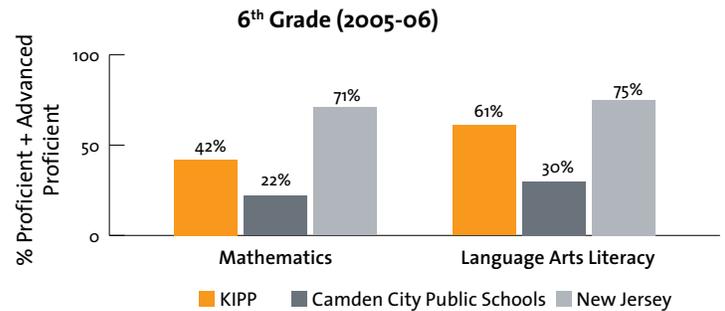
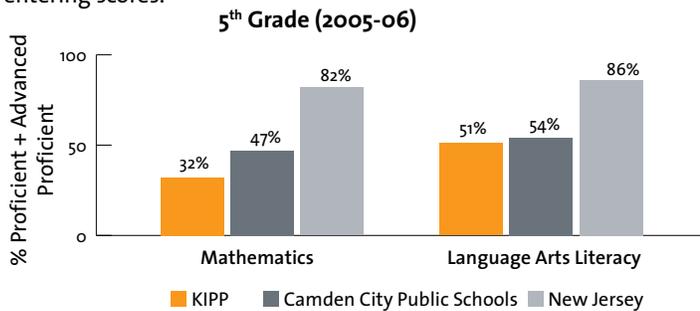


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### New Jersey Assessment of Skills and Knowledge

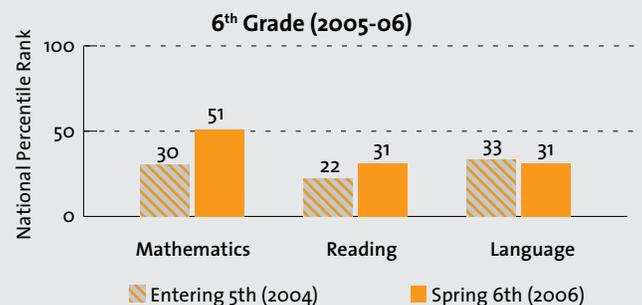
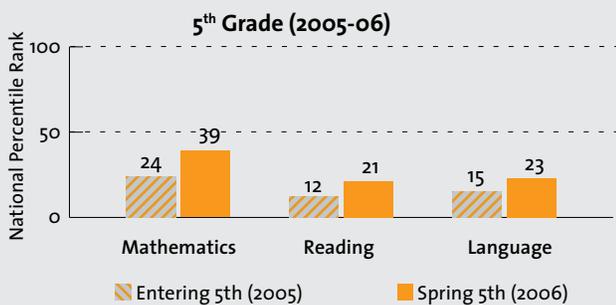
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# TEAM Academy, a KIPP school

Newark, NJ

[www.teamacademy.org](http://www.teamacademy.org)

Data on this page is as of September 2006



**School Leader:** Sha Reagans

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 379

**Number of Full-time Teachers:** 20

**Met Adequate Yearly Progress in 2006:** Yes

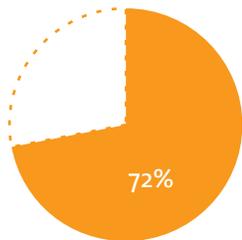
**State Rating in 2006:** Not Applicable

*New Jersey does not use a rating system.*

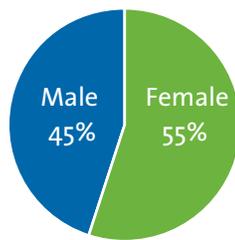
Open since 2002

## Student Demographics

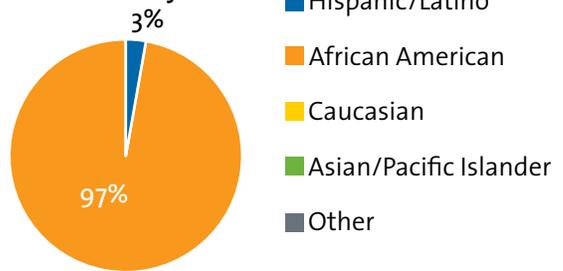
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$9,700  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** Lease from Friends of TEAM

**Size (sq ft):** 35,675

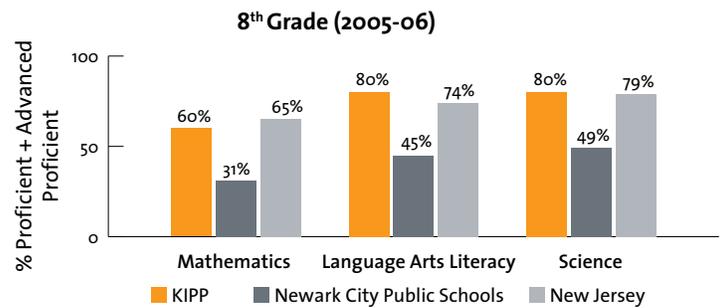
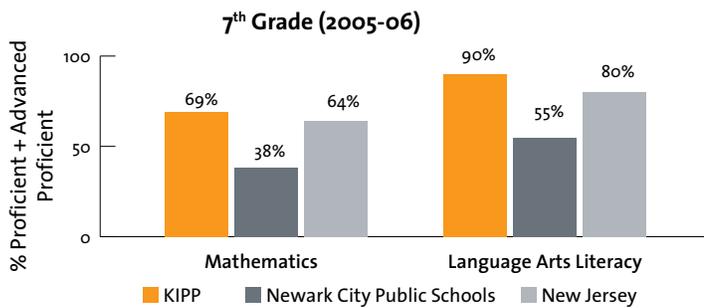
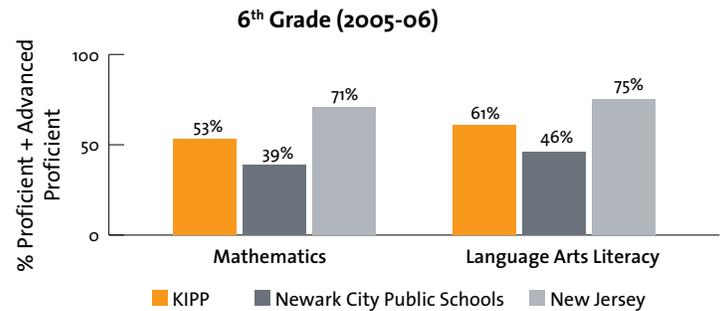
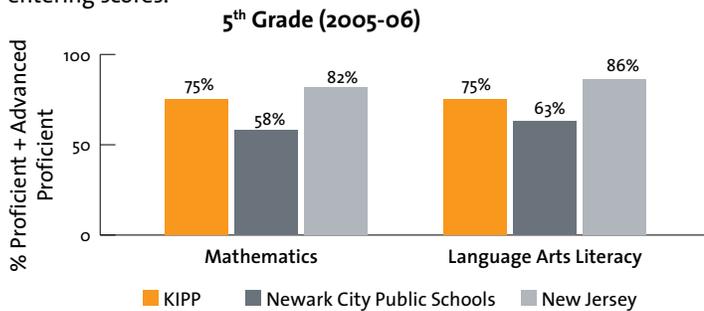


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### New Jersey Assessment of Skills and Knowledge/Grade Eight Proficiency Assessment

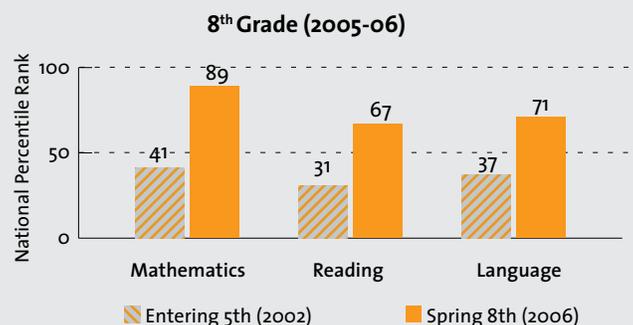
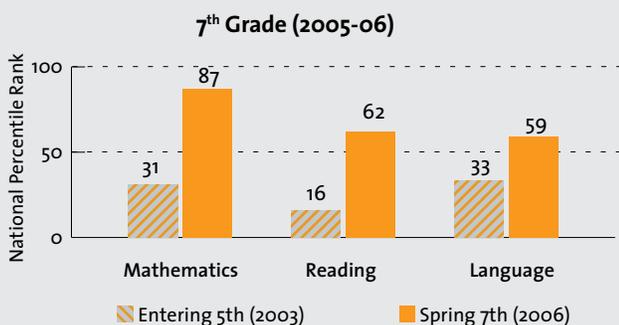
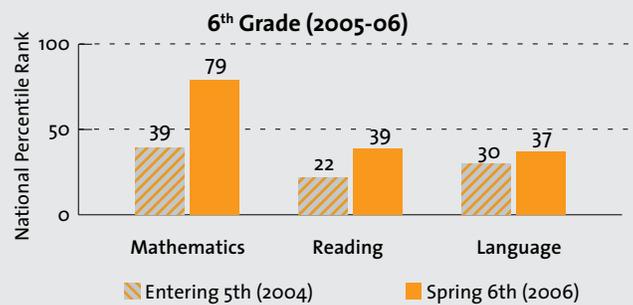
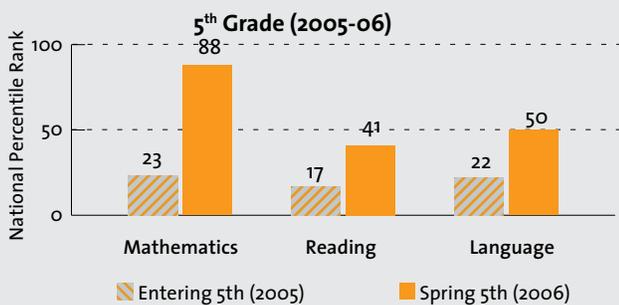
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP Academy New York

Bronx, NY

[www.kippnyc.org](http://www.kippnyc.org)

Data on this page is as of September 2006

Open since 1995



**School Leader:** Quinton Vance

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 248

**Number of Full-time Teachers:** 17

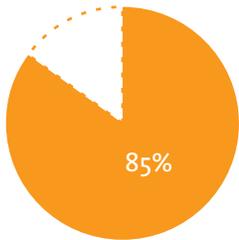
**Met Adequate Yearly Progress in 2006:** Yes

**State Rating in 2006:** Not Applicable

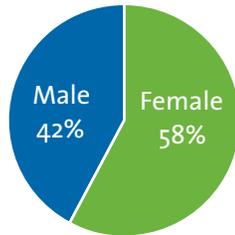
*New York does not use a rating system.*

## Student Demographics

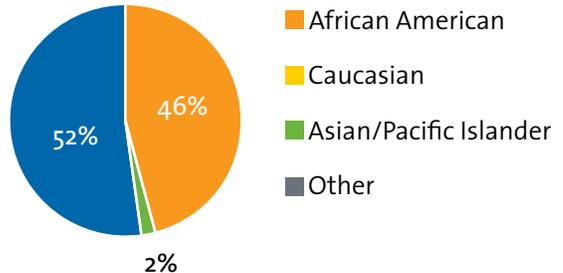
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$10,196  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** District lease

**Size (sq ft):** 22,800

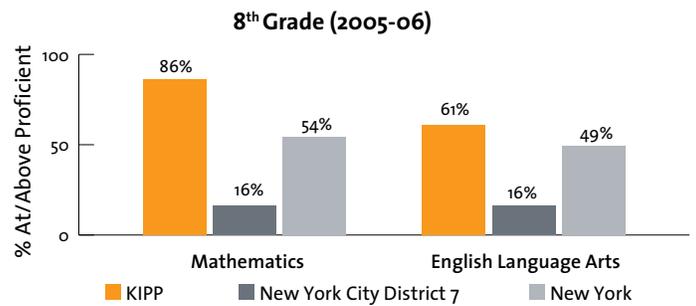
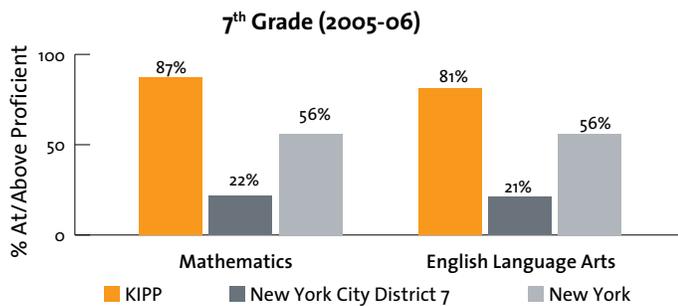
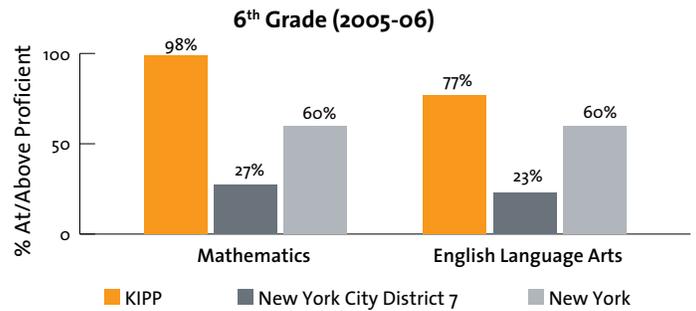
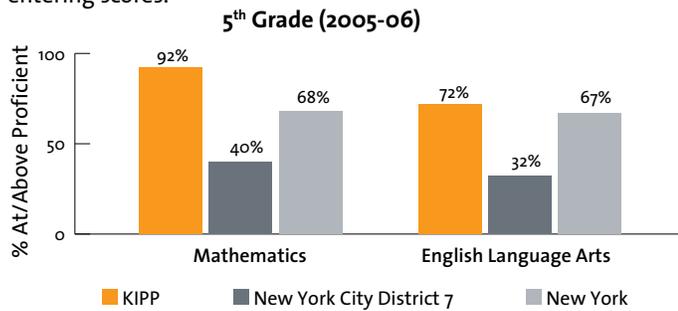


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### New York State Assessment

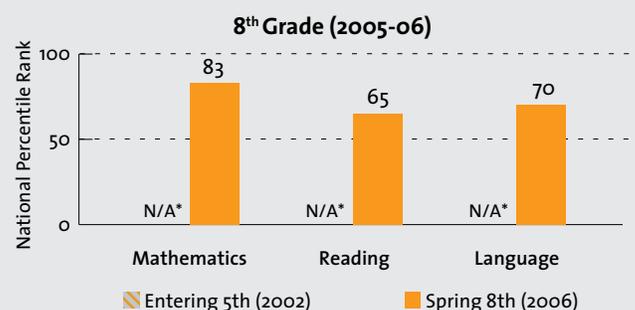
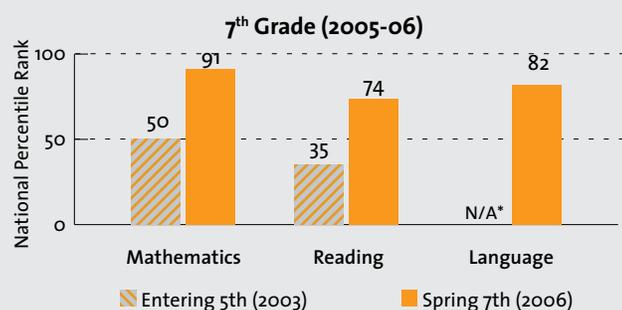
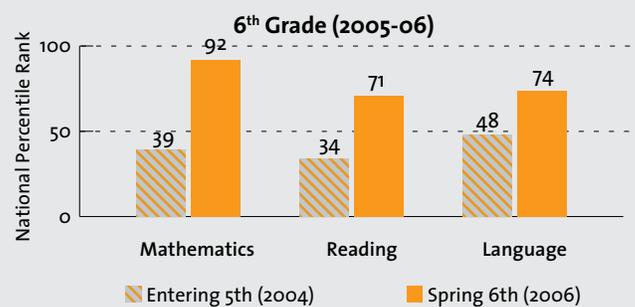
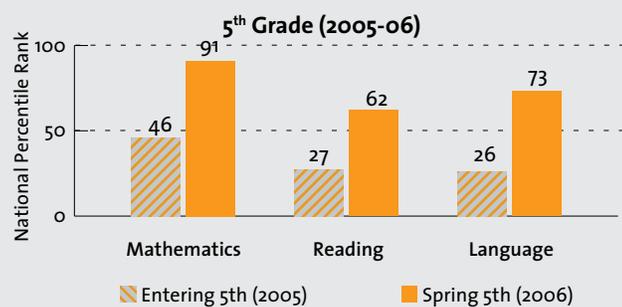
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



\*Entering test not given

\*Entering test not given

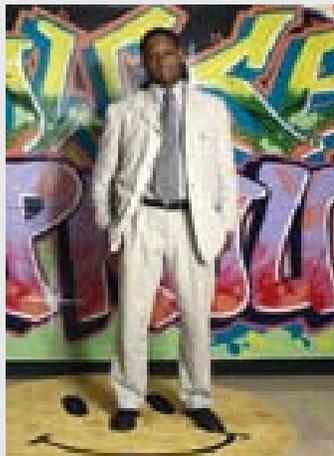
# KIPP AMP Academy

Brooklyn, NY

[www.kippnyc.org](http://www.kippnyc.org)

Data on this page is as of September 2006

Open since 2005



**School Leader:** Ky Adderley

**Grades Served:** 5-6

**Total Student Enrollment 2006-07:** 138

**Number of Full-time Teachers:** 9

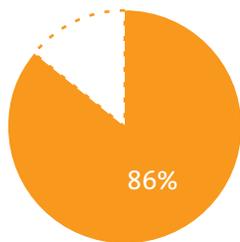
**Met Adequate Yearly Progress in 2006:** Yes

**State Rating in 2006:** Not Applicable

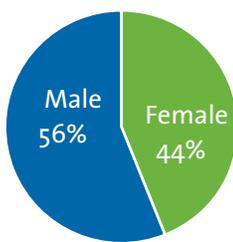
*New York does not use a rating system.*

## Student Demographics

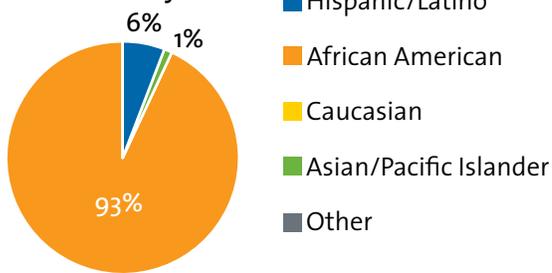
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$10,196  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** District lease

**Size (sq ft):** 25,000

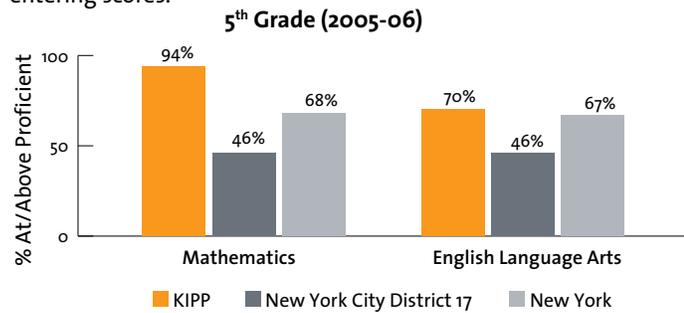


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### New York State Assessment

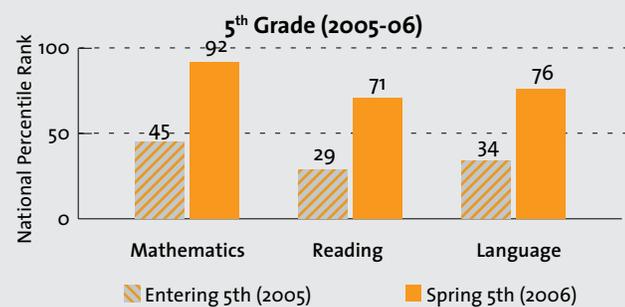
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP Infinity Charter School

New York, NY

[www.kippnyc.org](http://www.kippnyc.org)

Data on this page is as of September 2006



**School Leader:** Joseph Negron

**Grades Served:** 5-6

**Total Student Enrollment 2006-07:** 155

**Number of Full-time Teachers:** 9.5

**Met Adequate Yearly Progress in 2006:** Yes

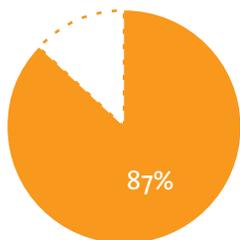
**State Rating in 2006:** Not Applicable

*New York does not use a rating system.*

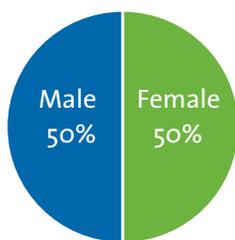
Open since 2005

## Student Demographics

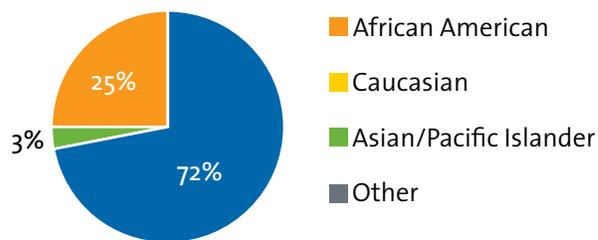
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$10,196  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** District lease

**Size (sq ft):** 18,000

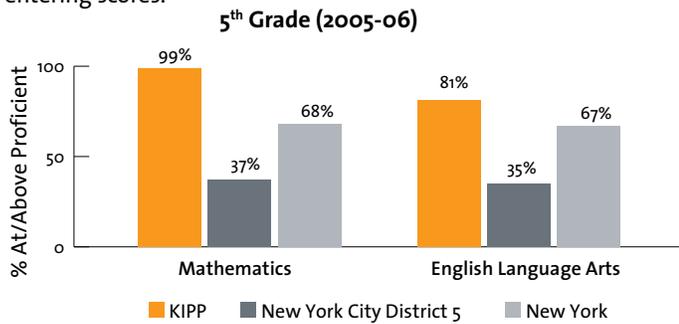


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### New York State Assessment

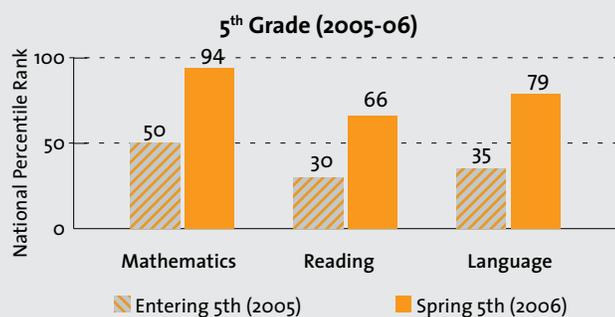
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP Sankofa Charter School

Buffalo, NY

[www.kippsankofa.org](http://www.kippsankofa.org)

Data on this page is as of September 2006

Open since 2003



**School Leader:** Uchenna Cissoko

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 249

**Number of Full-time Teachers:** 15

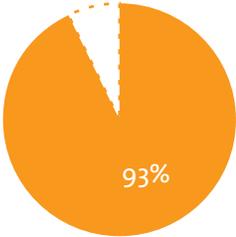
**Met Adequate Yearly Progress in 2006:** No

**State Rating in 2006:** Not Applicable

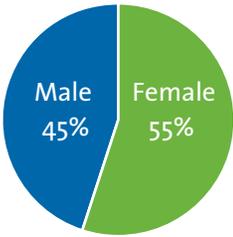
*New York does not use a rating system.*

## Student Demographics

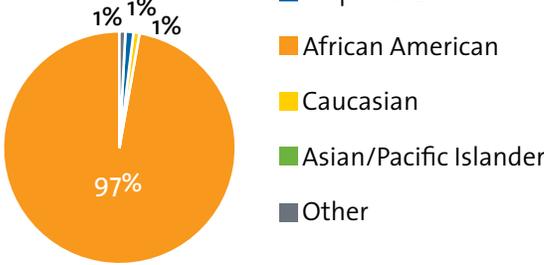
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$9,900  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** Commercial lease

**Size (sq ft):** 23,058

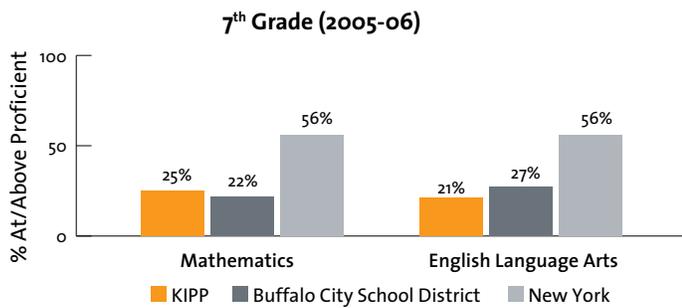
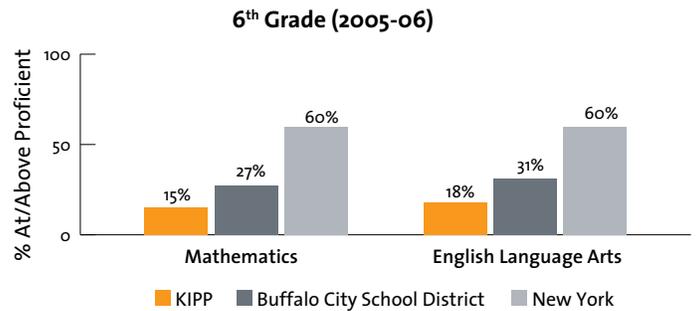
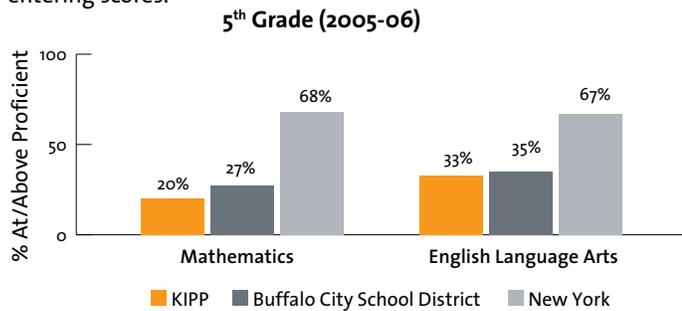


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### New York State Assessment

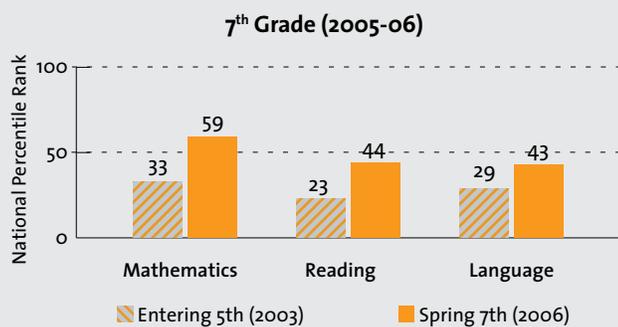
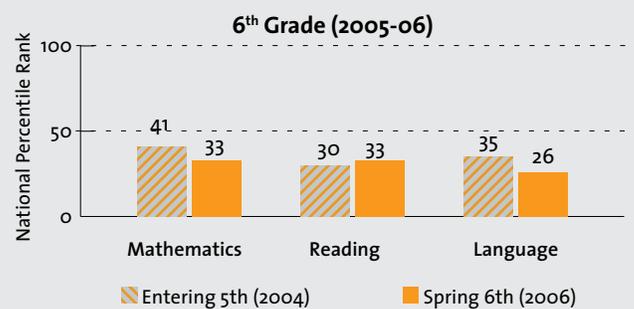
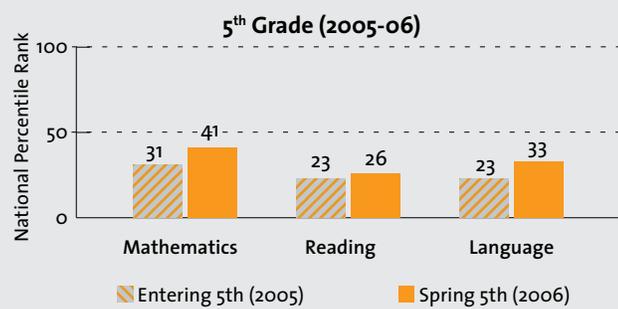
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP STAR College Prep Charter School

New York, NY

[www.kippnyc.org](http://www.kippnyc.org)

Data on this page is as of September 2006

Open since 2003



**School Leader:** Maggie Runyan-Shefa

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 313

**Number of Full-time Teachers:** 21

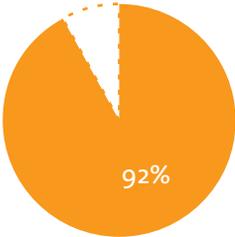
**Met Adequate Yearly Progress in 2006:** Yes

**State Rating in 2006:** Not Applicable

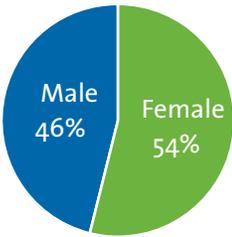
*New York does not use a rating system.*

## Student Demographics

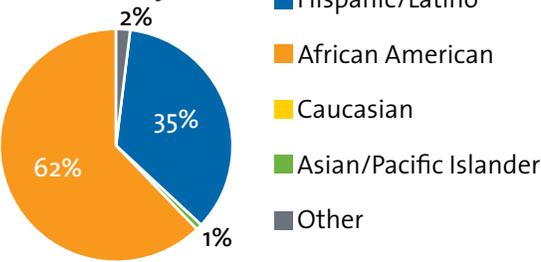
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$10,196  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** District lease

**Size (sq ft):** 24,000



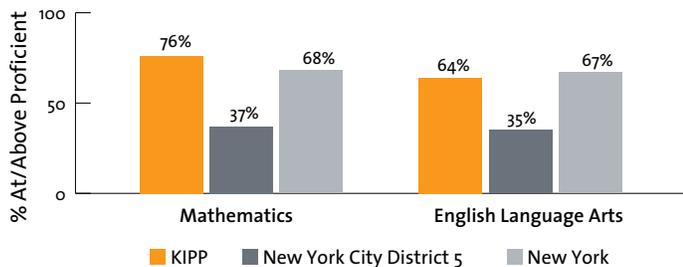
# KIPP®Results

## State Criterion-referenced Test (2005-2006)

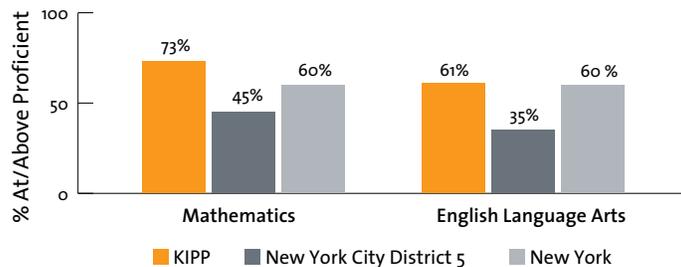
### New York State Assessment

This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.

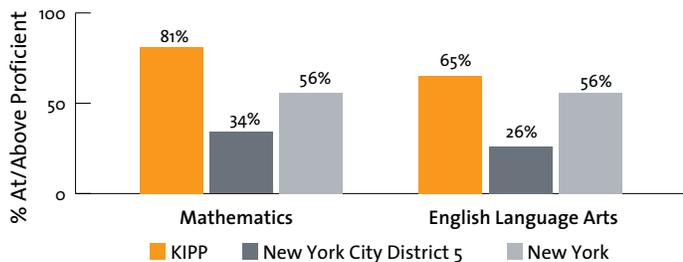
5<sup>th</sup> Grade (2005-06)



6<sup>th</sup> Grade (2005-06)



7<sup>th</sup> Grade (2005-06)

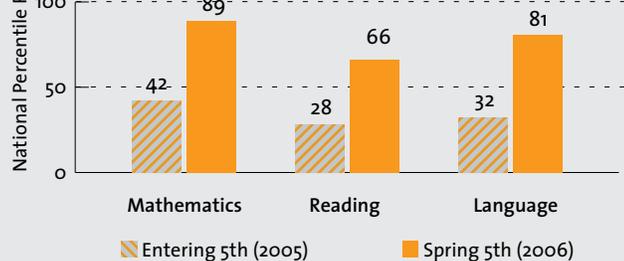


## Nationally Norm-referenced Test

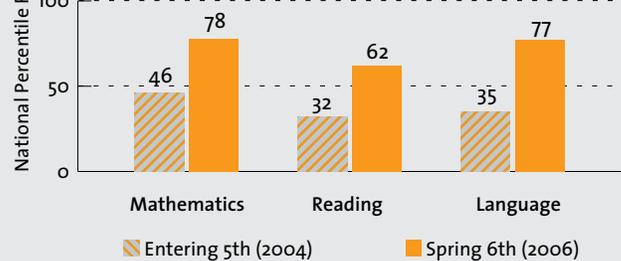
### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.

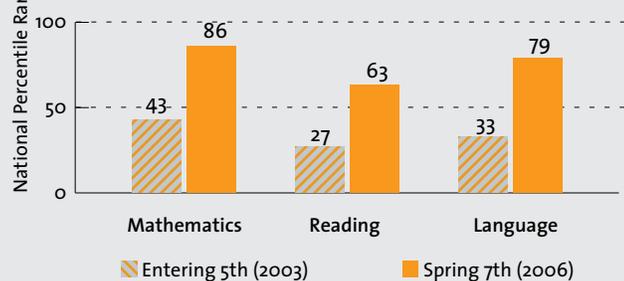
5<sup>th</sup> Grade (2005-06)



6<sup>th</sup> Grade (2005-06)



7<sup>th</sup> Grade (2005-06)



# KIPP TECH VALLEY

Albany, NY

[www.kipptechvalley.org](http://www.kipptechvalley.org)

Data on this page is as of September 2006

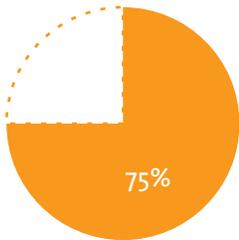
Open since 2005



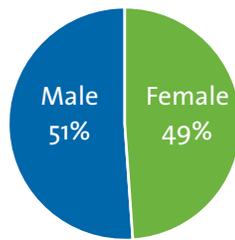
<b>School Leader:</b>	Dan Ceaser
<b>Grades Served:</b>	5-6
<b>Total Student Enrollment 2006-07:</b>	166
<b>Number of Full-time Teachers:</b>	9
<b>Met Adequate Yearly Progress in 2006:</b>	Yes
<b>State Rating in 2006:</b>	Not Applicable
<i>New York does not use a rating system.</i>	

## Student Demographics

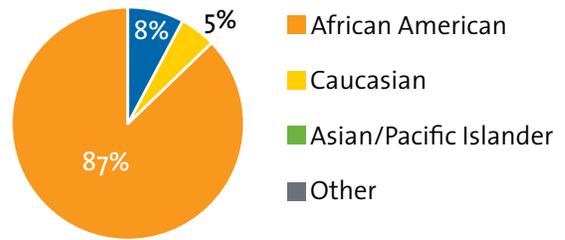
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$10,176  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** Community lease

**Size (sq ft):** 15,730

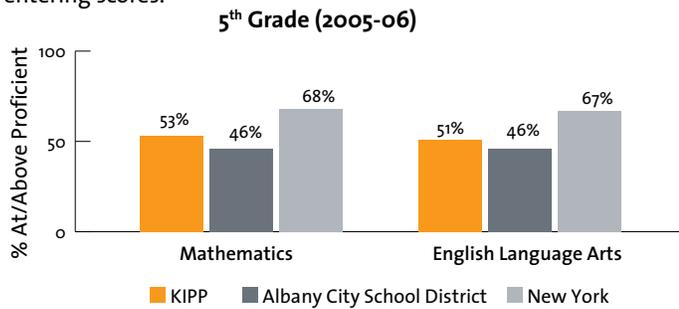


# KIPP®Results

## State Criterion-referenced Test (2005-2006)

### New York State Assessment

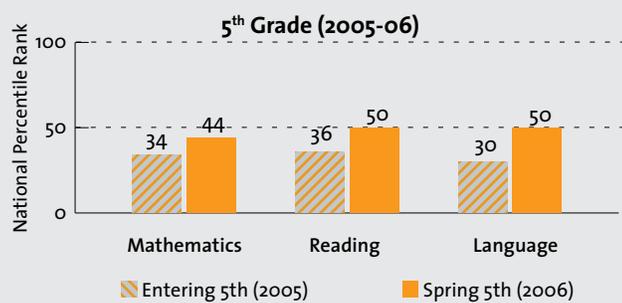
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### TerraNova

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP Gaston College Preparatory

Gaston, NC

[www.kippgcp.org](http://www.kippgcp.org)

Data on this page is as of September 2006

Open since 2001



**School Leader:** Caleb Dolan

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 312

**Number of Full-time Teachers:** 20

**Met Adequate Yearly Progress in 2006:** Yes

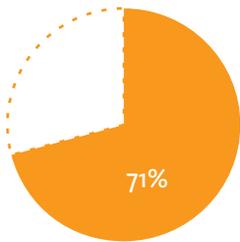
**State Designation in 2006:** School of Distinction, High Growth\*

North Carolina schools receive a growth rating (High Growth, Expected Growth, or Less than Expected Growth) and a designation (Honor School of Excellence, School of Excellence, School of Distinction, School of Progress, Priority School, Low Performing, or No Recognition) based on state test performance.

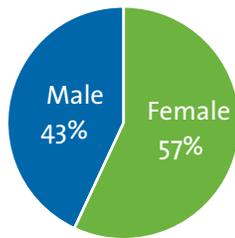
\* KIPP Pride High School and KIPP Gaston College Preparatory School are recognized by the state under a single charter and therefore receive a combined state designation.

## Student Demographics

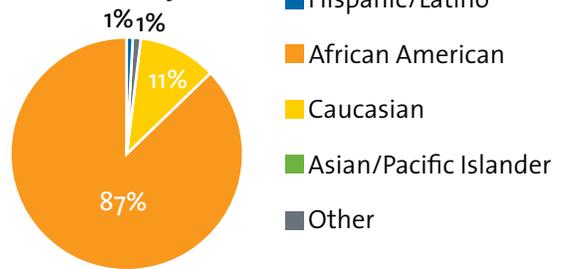
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,400  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** Owned by school

**Size (sq ft):** 43,000

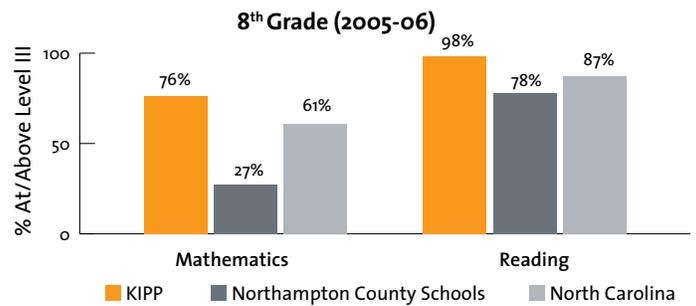
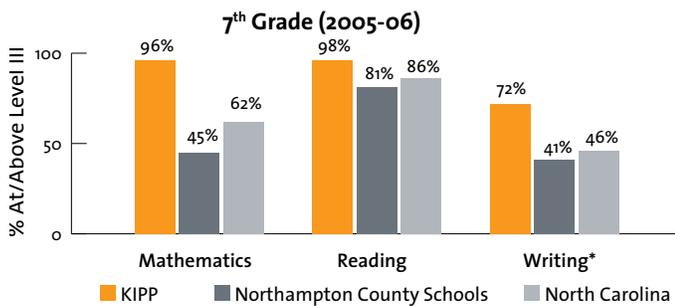
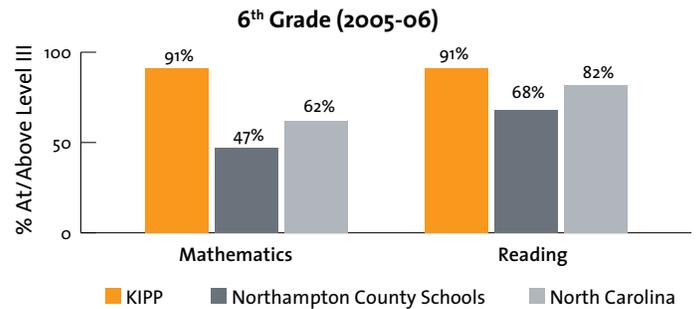
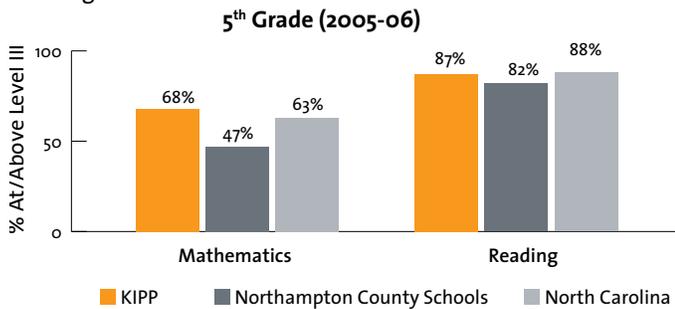


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### End-of-Grade Test

This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.

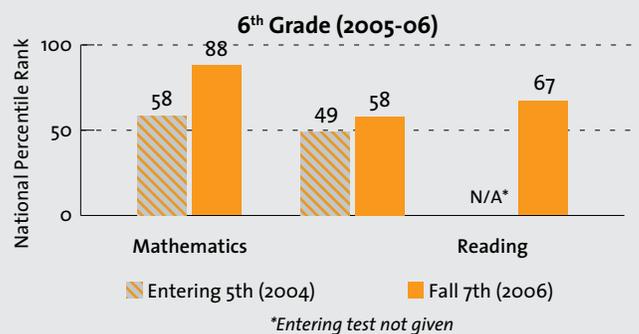
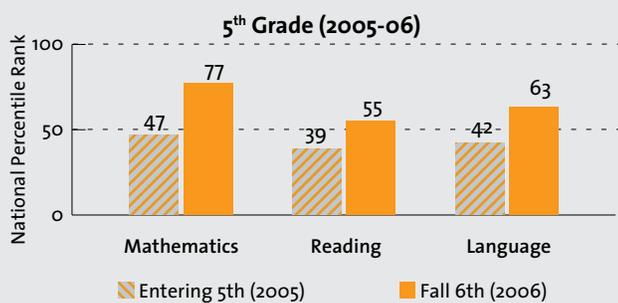


\*Writing results are preliminary

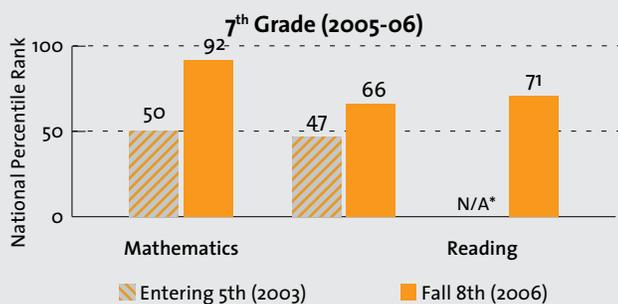
## Nationally Norm-referenced Test

### Stanford Achievement Test

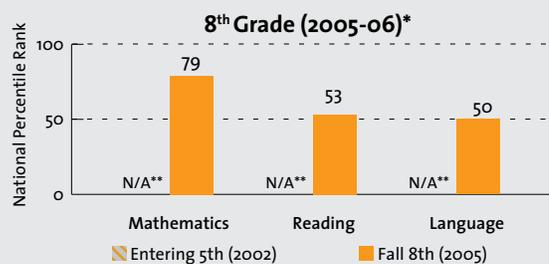
This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



\*Entering test not given



\*Entering test not given



\*Fall 8th grade results from 2005 are displayed because an end of 8th grade test was not administered in 2006.

\*\*Entering test not given

# KIPP Pride High School

Gaston, NC

[www.kippgcp.org](http://www.kippgcp.org)

Data on this page is as of September 2006

Open since 2005



**School Leader:** Tammi Sutton

**Grades Served:** 9-10

**Total Student Enrollment 2006-07:** 155

**Number of Full-time Teachers:** 11.5

**Met Adequate Yearly Progress in 2006:** Yes

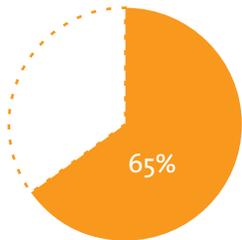
**State Designation in 2006:** School of Distinction, High Growth\*

North Carolina schools receive a growth rating (High Growth, Expected Growth, or Less than Expected Growth) and a designation (Honor School of Excellence, School of Excellence, School of Distinction, School of Progress, Priority School, Low Performing, or No Recognition) based on state test performance.

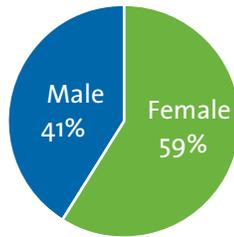
\* KIPP Pride High School and KIPP Gaston College Preparatory School are recognized by the state under a single charter and therefore receive a combined state designation.

## Student Demographics

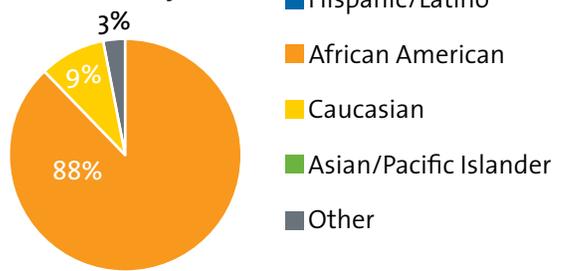
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,400  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** Owned by school

**Size (sq ft):** 31,000

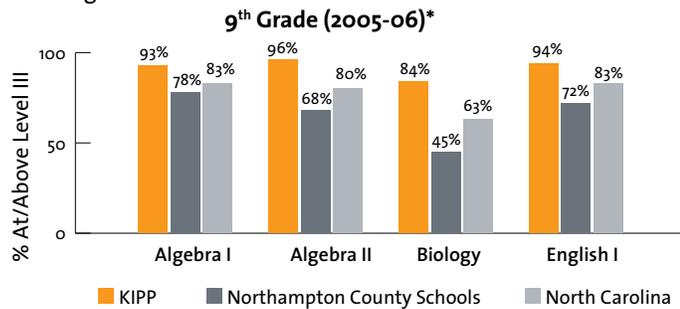


# KIPP®Results

## State Criterion-referenced Test (2005-2006)

### End-of-Course Test

This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.

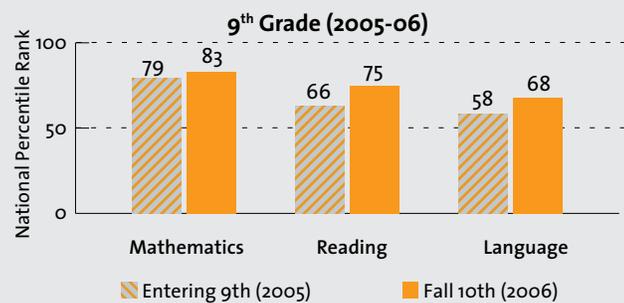


*\*District and state comparisons are made against all students that took each end-of-course test, regardless of grade level.*

## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP Reach College Preparatory

Oklahoma City, OK

Data on this page is as of September 2006

Open since 2002



**School Leader:** Tracy McDaniel

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 233

**Number of Full-time Teachers:** 9

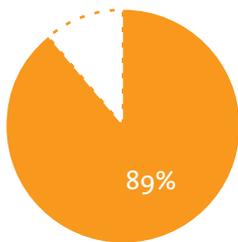
**Met Adequate Yearly Progress in 2006:** Yes

**State API Score in 2006:** 1393

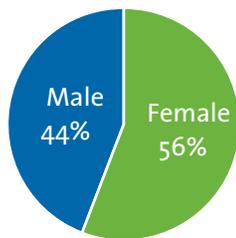
Oklahoma's Academic Performance Index (API) measures the performance and progress of a school or district. Possible scores range from 0 to 1500 and are based on state test results, attendance, and dropout rates..

## Student Demographics

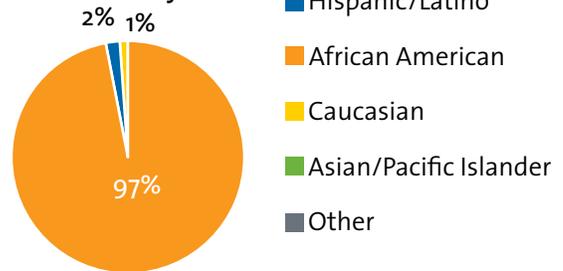
### Eligible for Federal Meals



### Gender



### Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$4,800  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** District lease

**Size (sq ft):** 36,424

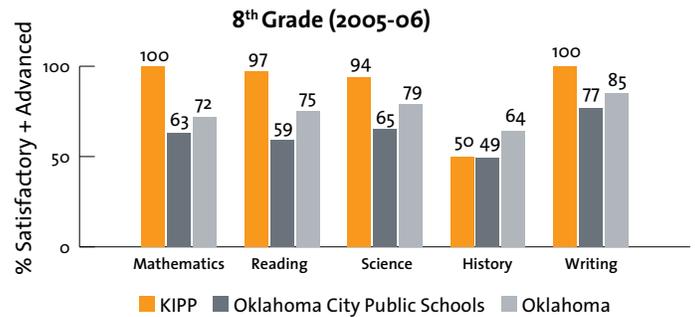
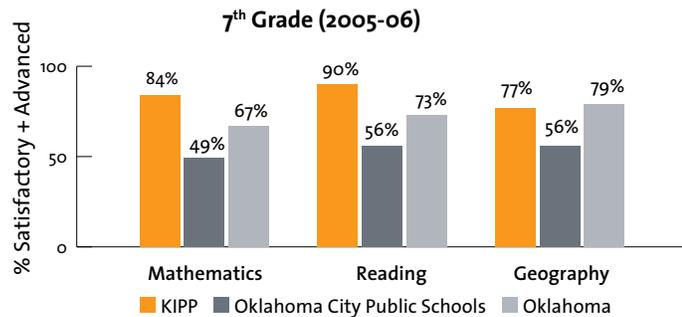
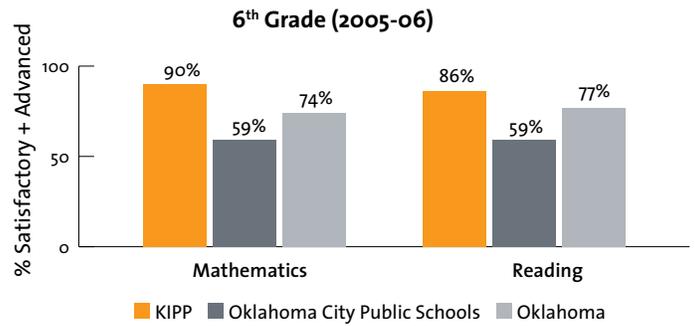
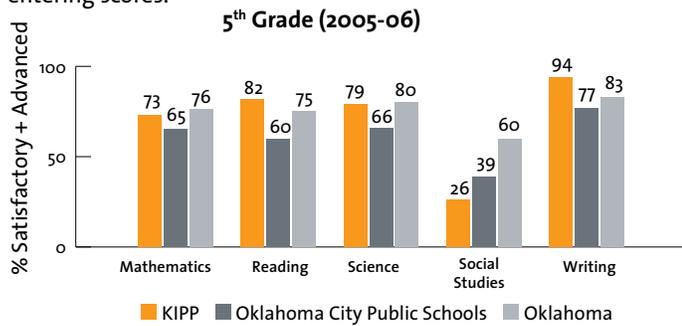


# KIPP Results

## State Criterion-referenced Test (2005-2006)

### Oklahoma Core Curriculum Test

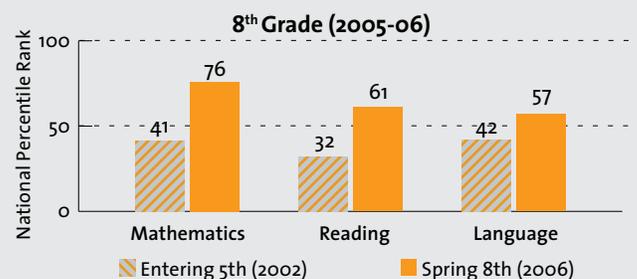
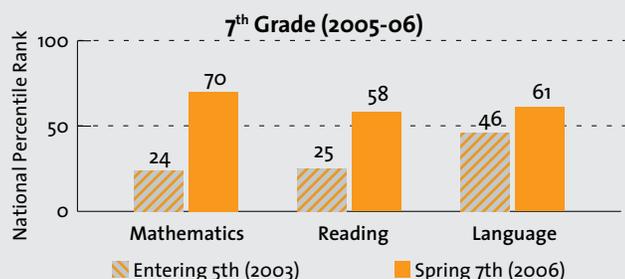
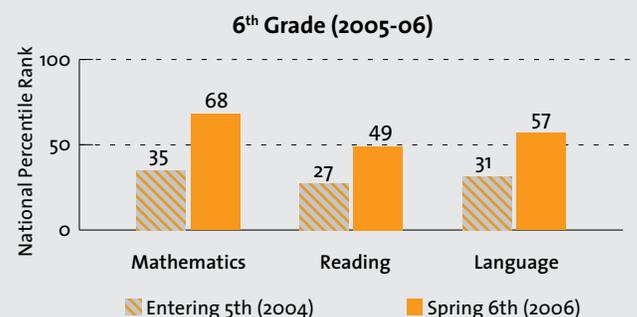
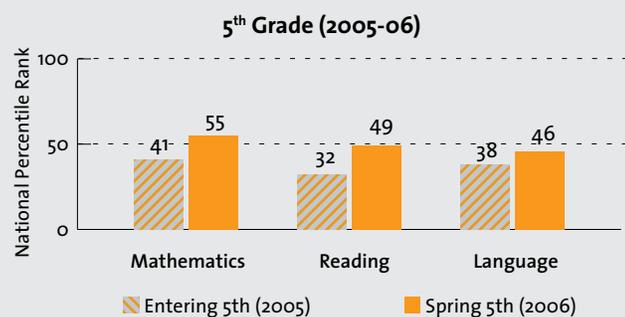
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Iowa Test of Basic Skills/Stanford Achievement Test\*

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall of the first year and the most recent test are included in these charts.



\*KIPP Reach College Preparatory administered the Iowa Test of Basic Skills (ITBS) prior to the fall of 2005. Therefore, entering scores for 6th, 7th, and 8th graders are based on the ITBS while the more recent scores (fall 2005 and later) are based on the Stanford Achievement Test.

# KIPP Tulsa College Preparatory

Tulsa, OK

[www.kipptulsa.org](http://www.kipptulsa.org)

Data on this page is as of September 2006

Open since 2005



**School Leader:** Millard House II

**Grades Served:** 5-6

**Total Student Enrollment 2006-07:** 177

**Number of Full-time Teachers:** 9

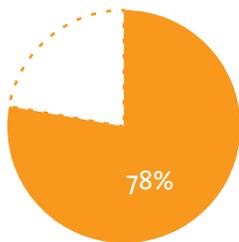
**Met Adequate Yearly Progress in 2006:** Yes

**State API Score in 2006:** 1119

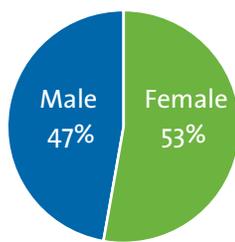
Oklahoma's Academic Performance Index (API) measures the performance and progress of a school or district. Possible scores range from 0 to 1500 and are based on state test results, attendance, and dropout rates

## Student Demographics

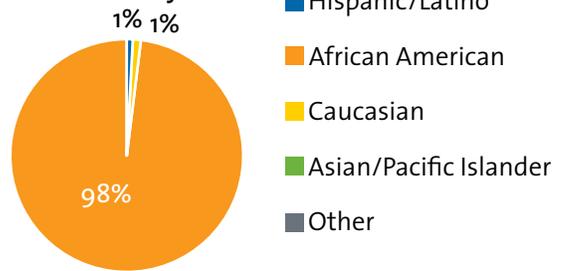
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$3,200  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** District space (district school)

**Size (sq ft):** 40,010

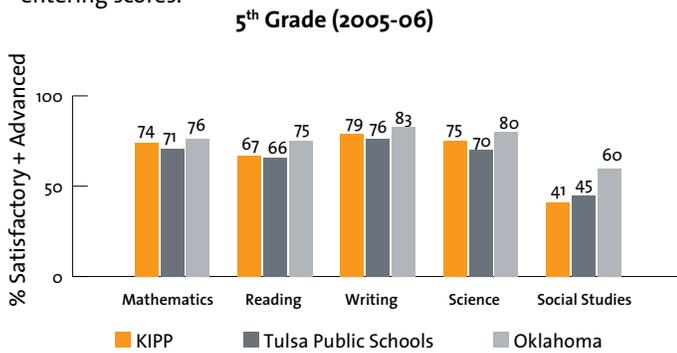


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### Oklahoma Core Curriculum Test

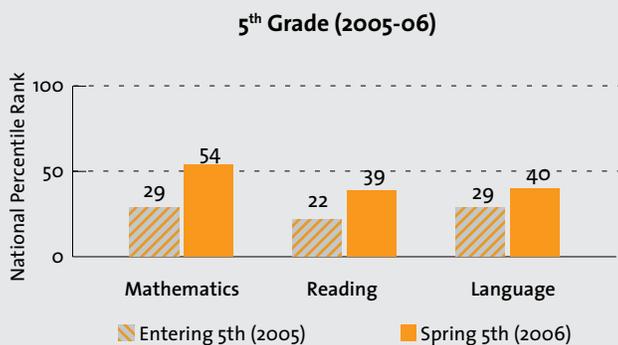
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP Philadelphia Charter School

Philadelphia, PA

[www.kippphiladelphia.org](http://www.kippphiladelphia.org)

Data on this page is as of September 2006



**School Leader:** Marc Mannella

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 296

**Number of Full-time Teachers:** 20

**Met Adequate Yearly Progress in 2006:** Yes

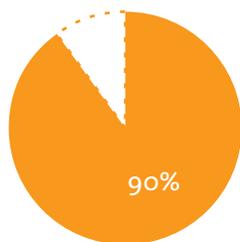
**State Rating in 2006:** Not Applicable

*Pennsylvania does not use a rating system.*

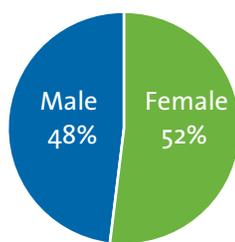
Open since 2003

## Student Demographics

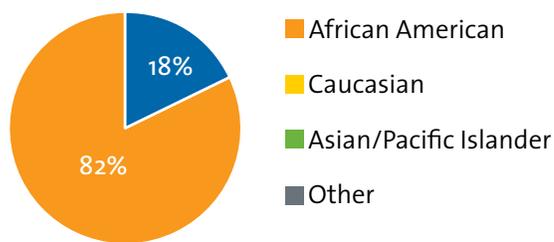
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$8,200  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** Commercial lease

**Size (sq ft):** 30,000

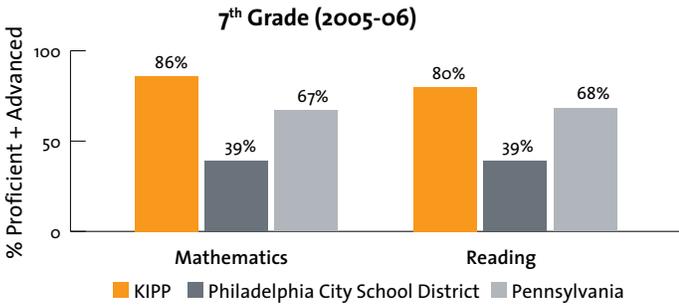
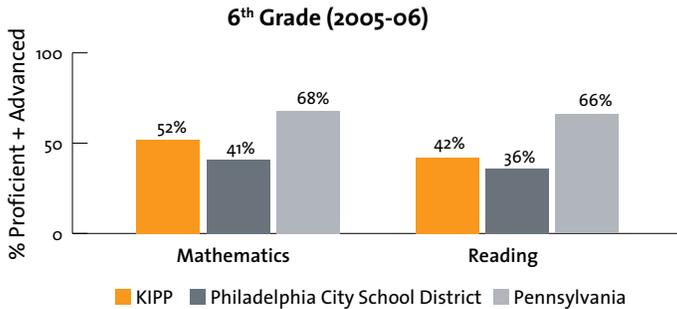
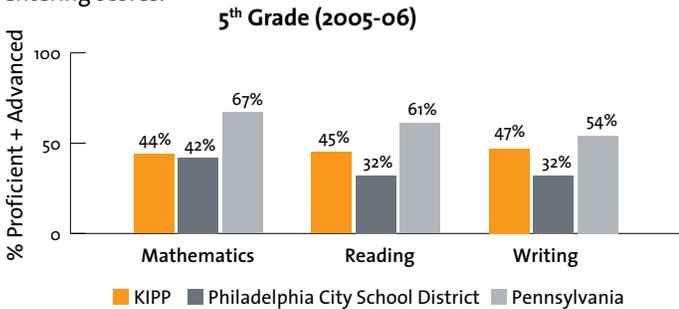


# KIPP Results

## State Criterion-referenced Test (2005-2006)

### Pennsylvania System of School Assessment

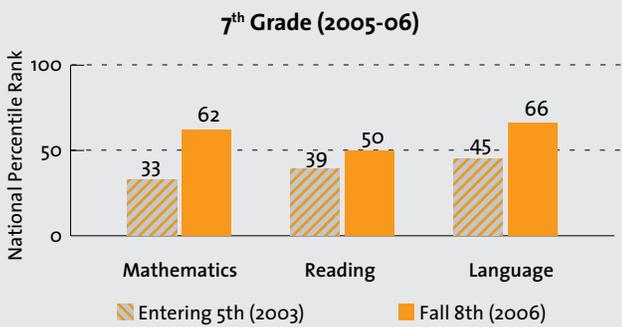
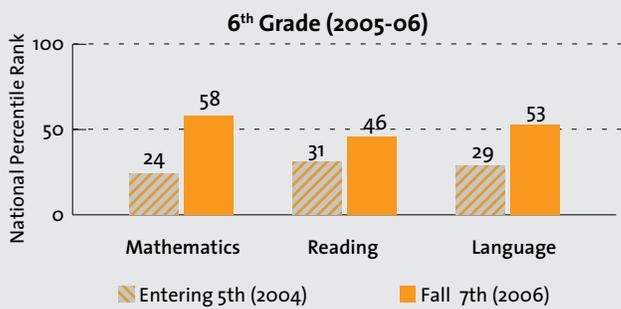
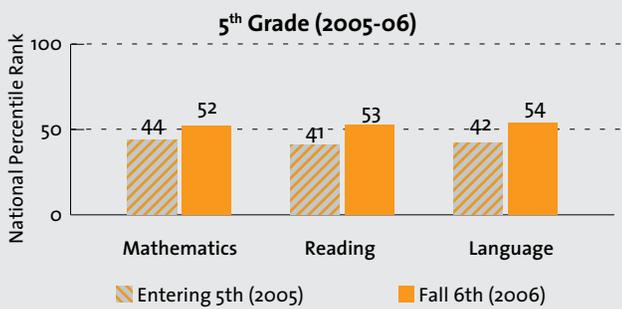
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### TerraNova

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall of the first year and the most recent test are included in these charts.



# KIPP Academy Nashville

Nashville, TN

[www.kippacademynashville.org](http://www.kippacademynashville.org)

Data on this page is as of September 2006

Open since 2005



**School Leader:** Randy Dowell

**Grades Served:** 5-6

**Total Student Enrollment 2006-07:** 119

**Number of Full-time Teachers:** 7

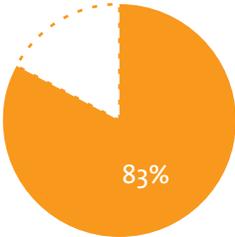
**Met Adequate Yearly Progress in 2006:** Yes

**State Rating in 2006:** Not Applicable

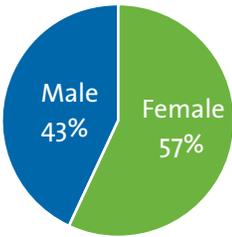
*Tennessee does not use a rating system.*

## Student Demographics

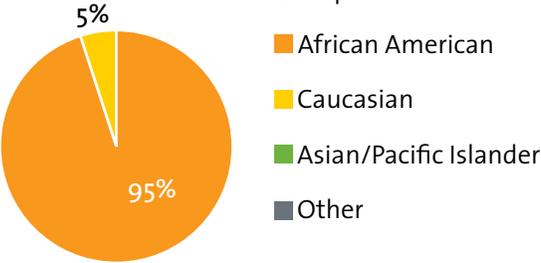
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,900  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** District lease

**Size (sq ft):** 40,000

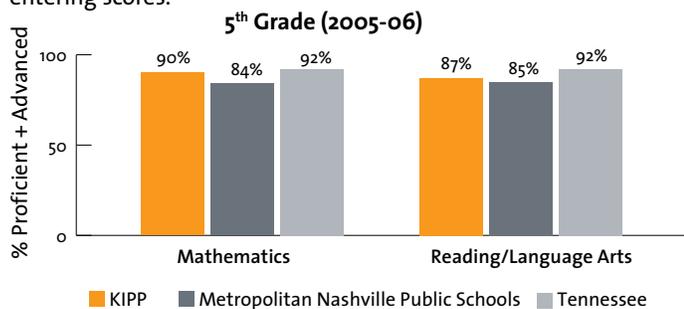


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### Tennessee Comprehensive Assessment Program

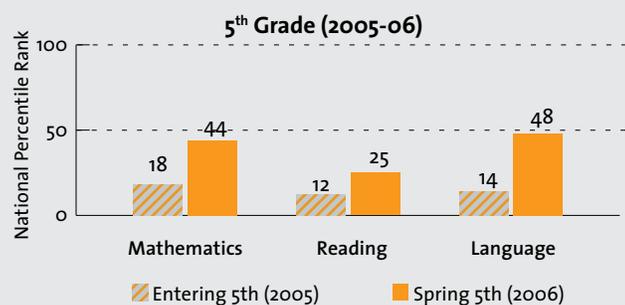
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP DIAMOND Academy

Memphis, TN

[www.kippdiamondacademy.org](http://www.kippdiamondacademy.org)

Data on this page is as of September 2006



**School Leader:** Jamall McCall

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 253

**Number of Full-time Teachers:** 20

**Met Adequate Yearly Progress in 2006:** Yes

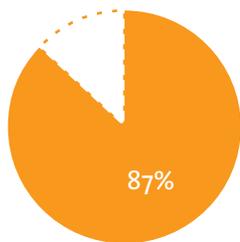
**State Rating in 2006:** Not Applicable

*Tennessee does not use a rating system.*

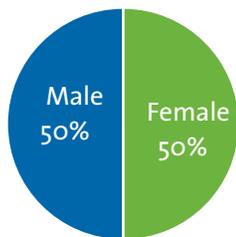
Open since 2003

## Student Demographics

Eligible for Federal Meals



Gender



Race/ethnicity



- Hispanic/Latino
- African American
- Caucasian
- Asian/Pacific Islander
- Other

## Financial Information

**Per-Pupil Funding:** \$6,600  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** District space (district school)

**Size (sq ft):** 20,000

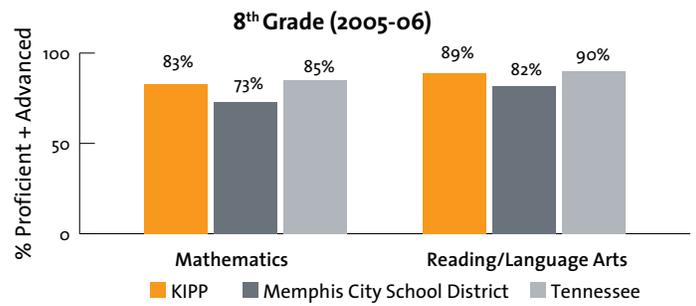
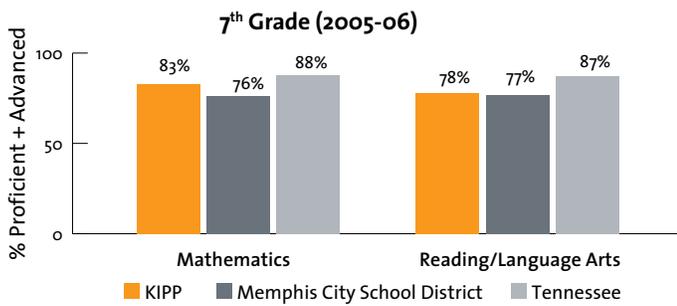
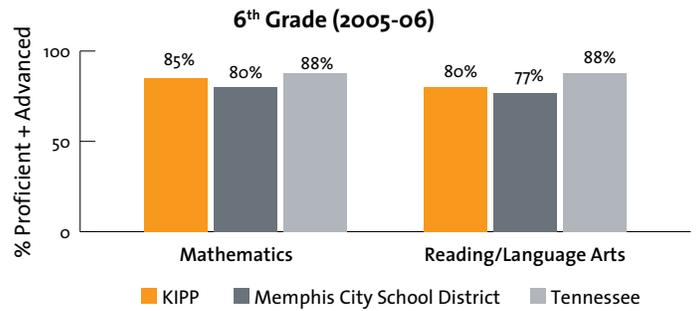
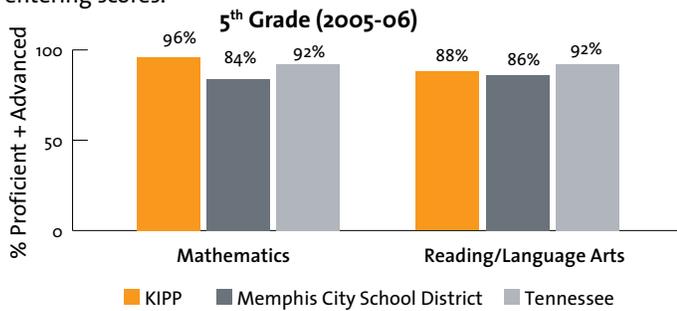


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### Tennessee Comprehensive Assessment Program

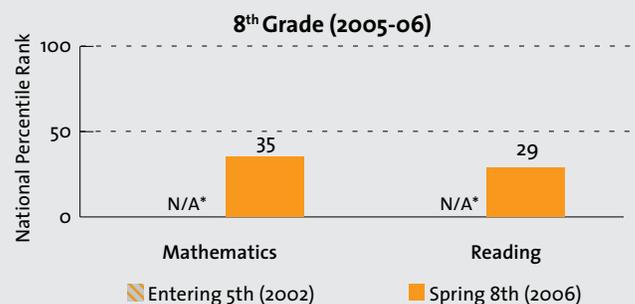
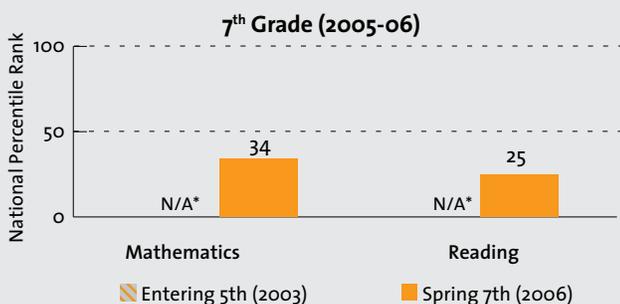
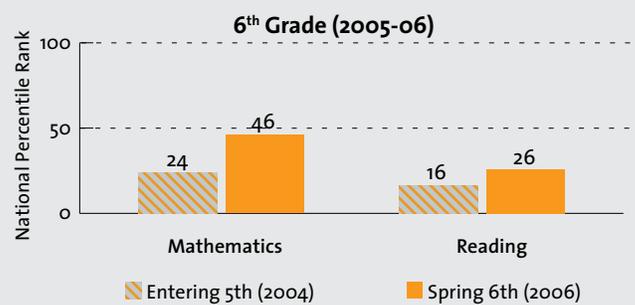
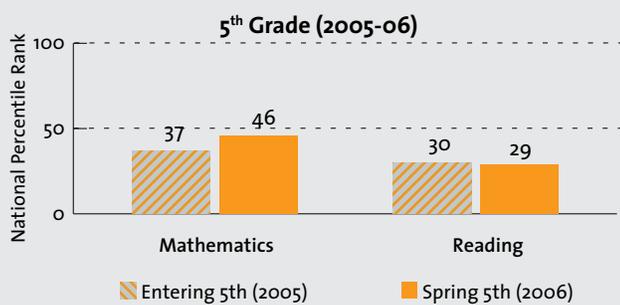
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



\*Entering test not given

\*Entering test not given

# KIPP 3D Academy

Houston, TX

[www.kipp-houston.org](http://www.kipp-houston.org)

Data on this page is as of September 2006

Open since 2001



**School Leader:** Dan Caesar

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 342

**Number of Full-time Teachers:** 23

**Met Adequate Yearly Progress in 2006:** Not Rated\*

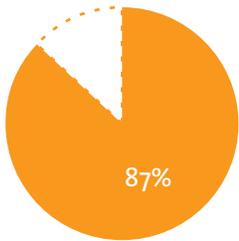
**State Rating in 2006:** Academically Acceptable

Texas rates all K-12 districts and schools as Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable based on state test performance in addition to completion and dropout rates.

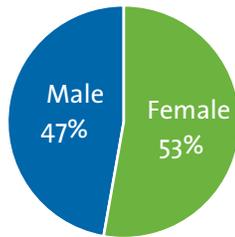
\*Although KIPP 3D Academy opened in 2001, it received a new charter in 2005-2006 and was recognized by the Texas Education Agency as a new campus. It was therefore not evaluated for AYP in 2005-2006.

## Student Demographics

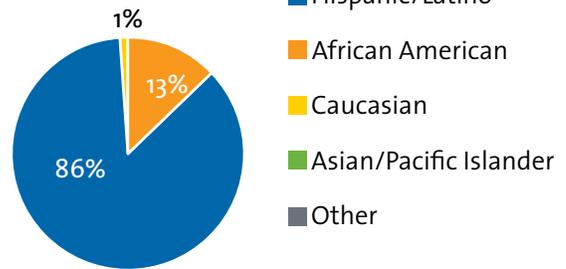
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,750  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** District lease

**Size (sq ft):** 38,000

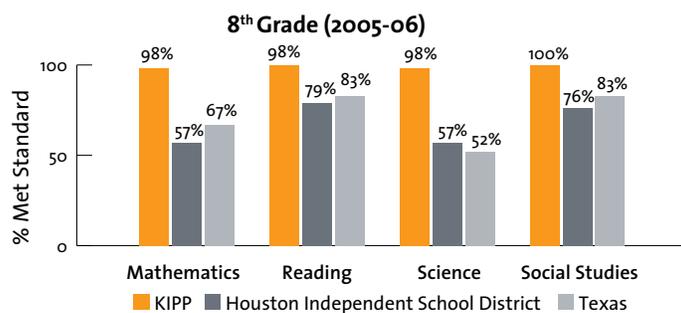
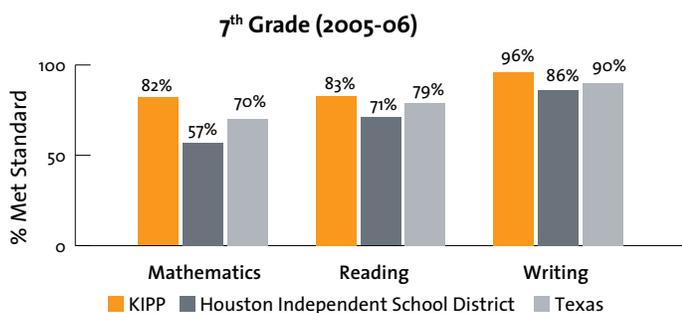
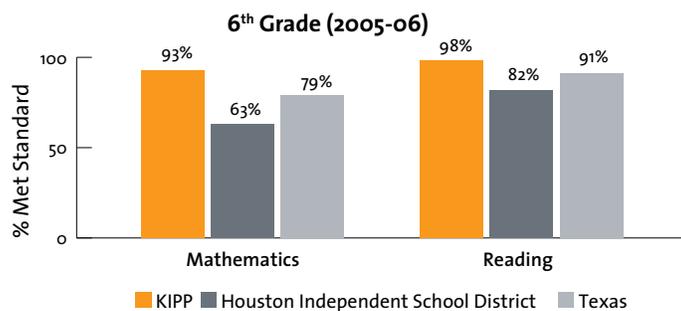
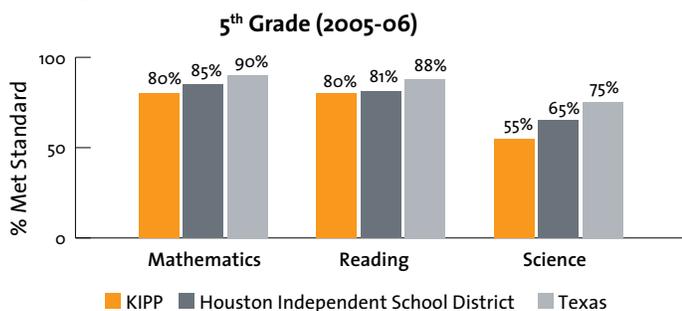


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### Texas Assessment of Knowledge and Skills

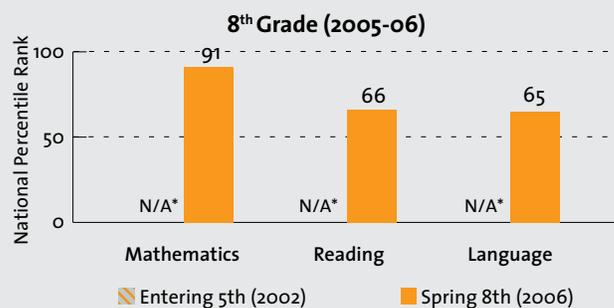
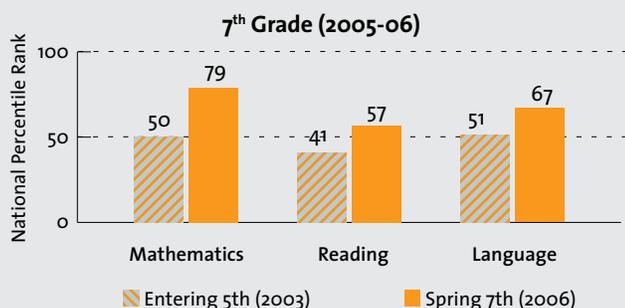
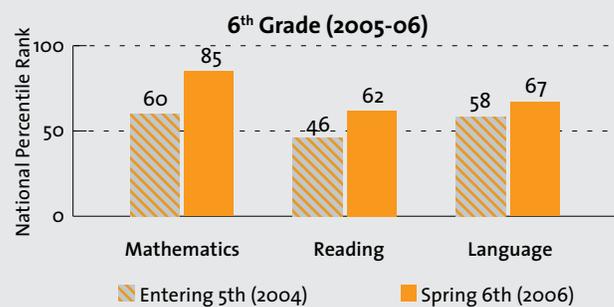
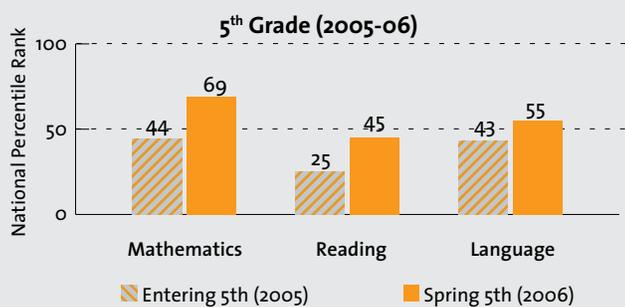
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



\*Entering test not given

# KIPP Academy Middle School

Houston, TX

[www.kipp-houston.org](http://www.kipp-houston.org)

Data on this page is as of September 2006

Open since 1995



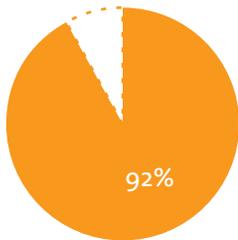
<b>School Leader:</b>	Elliott Witney
<b>Grades Served:</b>	5-8
<b>Total Student Enrollment 2006-07:</b>	348
<b>Number of Full-time Teachers:</b>	21
<b>Met Adequate Yearly Progress in 2006:</b>	Yes
<b>State Rating in 2006:</b>	Recognized*

Texas rates all K-12 districts and schools as Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable based on state test performance in addition to completion and dropout rates.

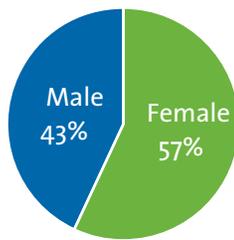
\*KIPP Academy Middle School, KIPP Houston High School, and KIPP SHINE Prep are recognized by the state under a single charter and thus receive a combined state rating.

## Student Demographics

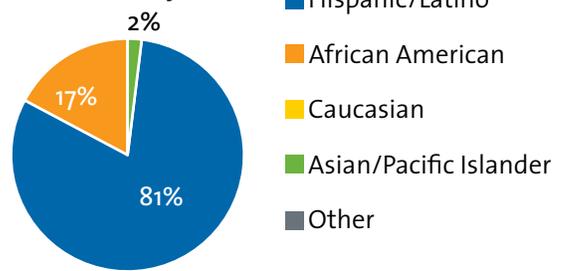
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,750  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** Leased from KIPP, Inc.

**Size (sq ft):** 34,059

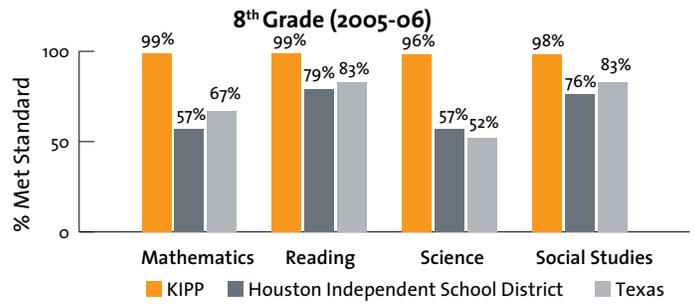
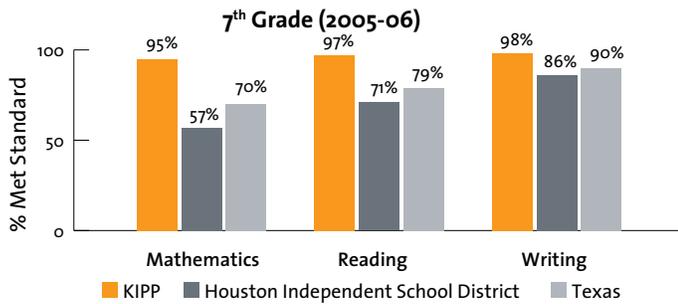
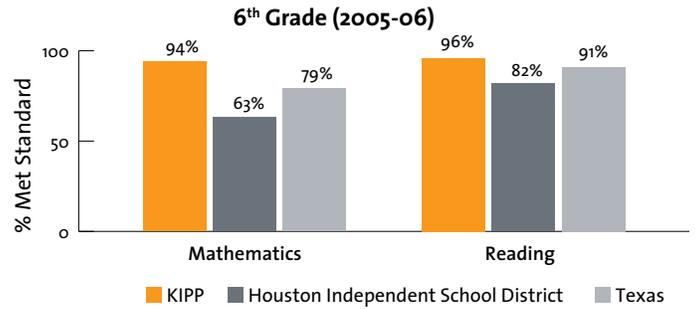
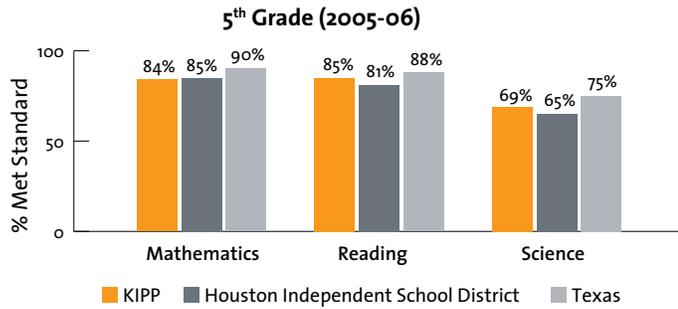


# KIPP Results

## State Criterion-referenced Test (2005-2006)

### Texas Assessment of Knowledge and Skills

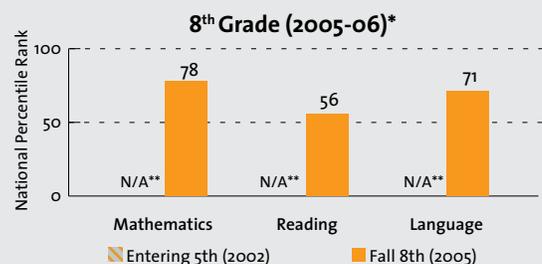
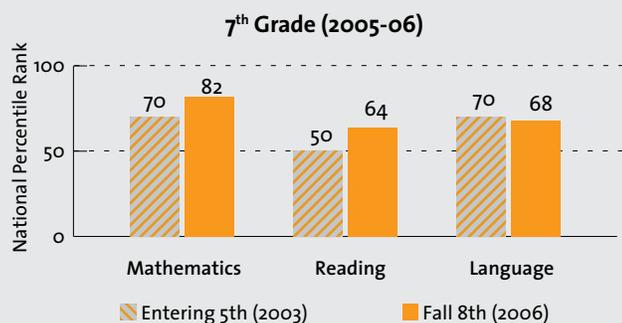
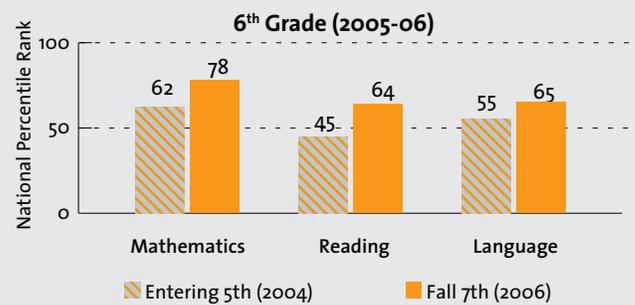
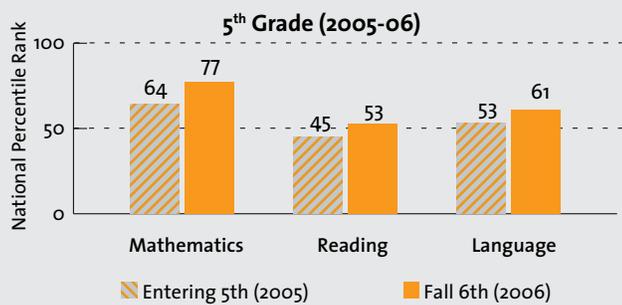
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



\*Fall 8th grade results from 2005 are displayed because an end of 8th grade test was not administered in 2006.

\*\*Entering test not given

# KIPP Aspire Academy

San Antonio, TX

[www.aspireacademy.org](http://www.aspireacademy.org)

Data on this page is as of September 2006

Open since 2003



**School Leader:** Mark Larson

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 325

**Number of Full-time Teachers:** 23

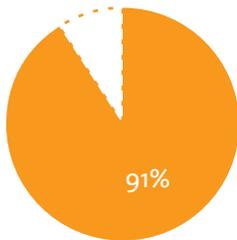
**Met Adequate Yearly Progress in 2006:** Yes

**State Rating in 2006:** Recognized

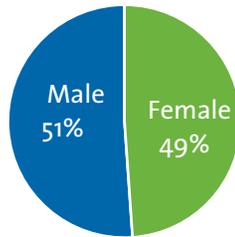
*Texas rates all K-12 districts and schools as Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable based on state test performance in addition to completion and dropout rates.*

## Student Demographics

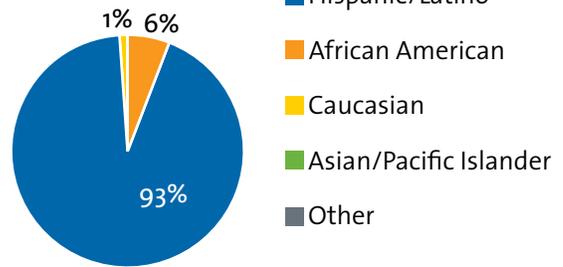
### Eligible for Federal Meals



### Gender



### Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$7,300  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** Archdiocese lease

**Size (sq ft):** 29,000

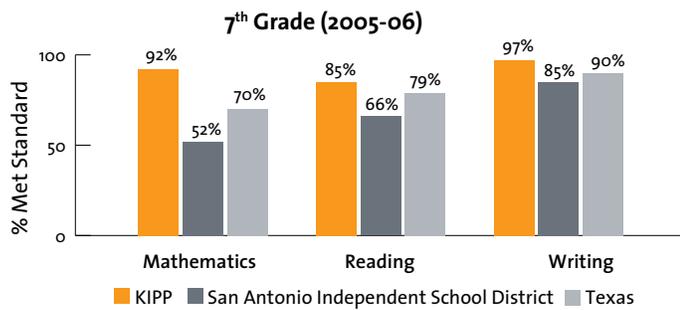
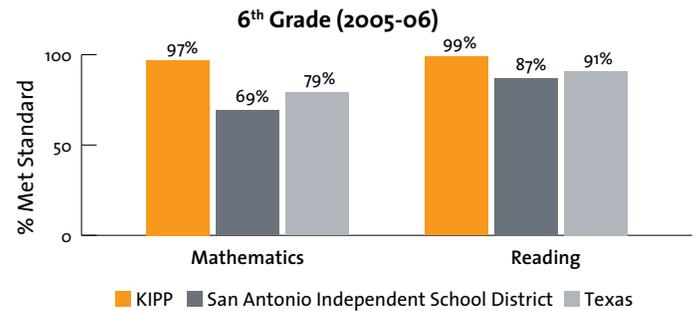
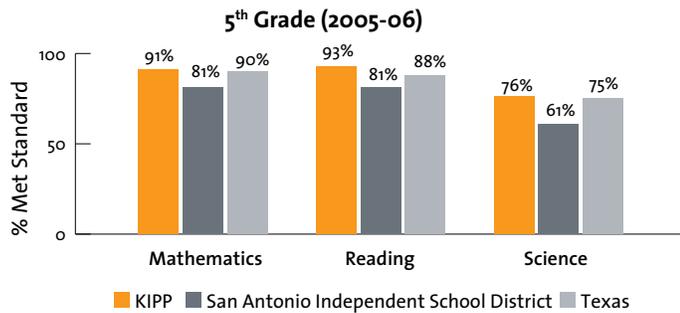


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### Texas Assessment of Knowledge and Skills

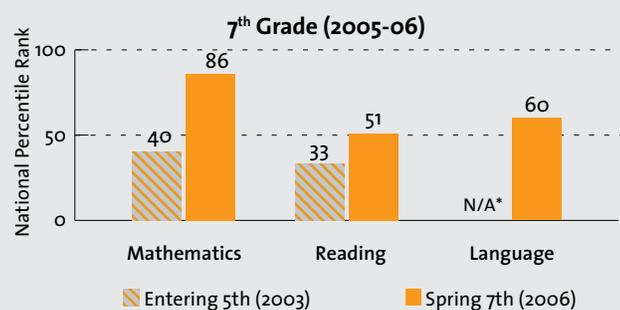
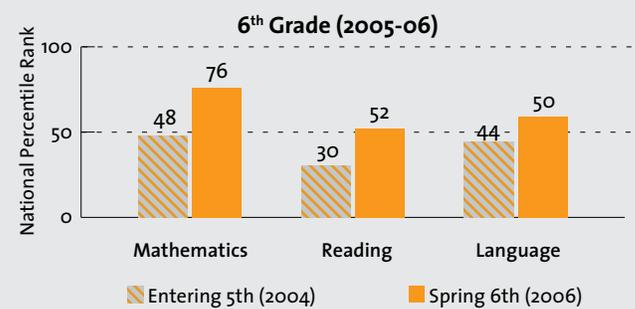
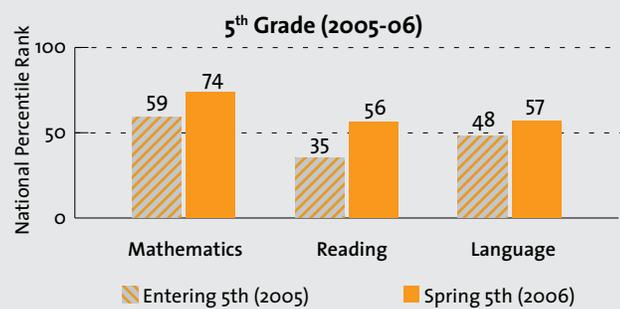
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



\*Entering test not given

# KIPP Austin College Prep

Austin, TX

[www.kippaustinprep.org](http://www.kippaustinprep.org)

Data on this page is as of September 2006

Open since 2002



**School Leader:** Steven J. Epstein

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 314

**Number of Full-time Teachers:** 18

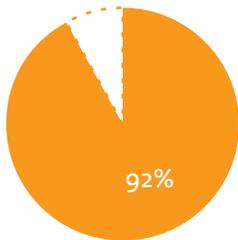
**Met Adequate Yearly Progress in 2006:** Yes

**State Rating in 2006:** Academically Acceptable

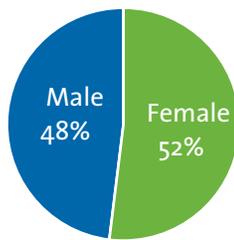
*Texas rates all K-12 districts and schools as Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable based on state test performance in addition to completion and dropout rates.*

## Student Demographics

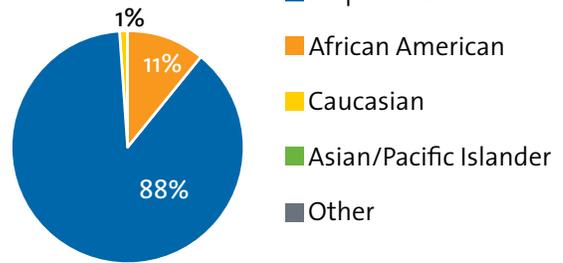
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$7,685  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** Commercial lease

**Size (sq ft):** 22,000

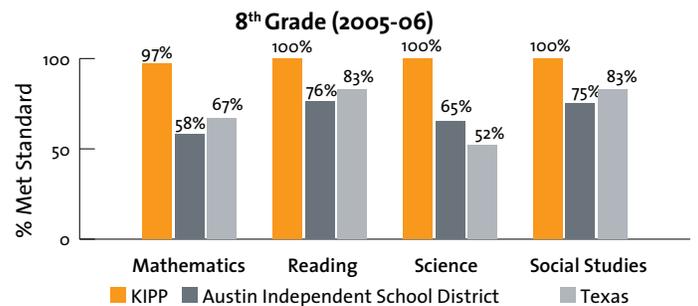
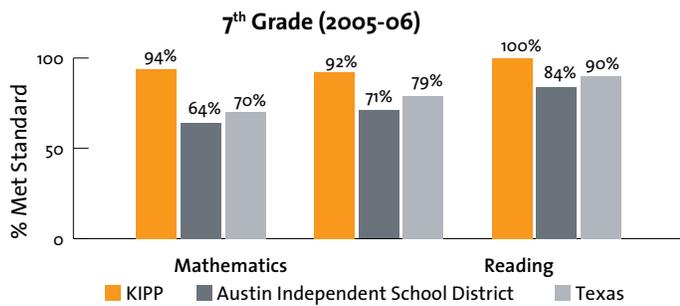
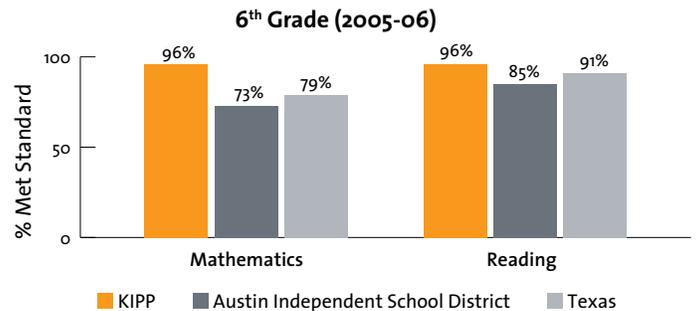
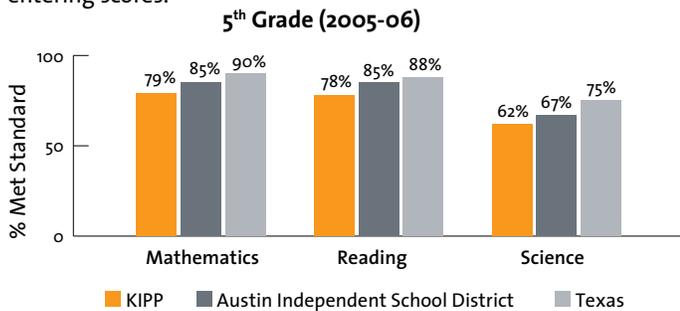


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### Texas Assessment of Knowledge and Skills

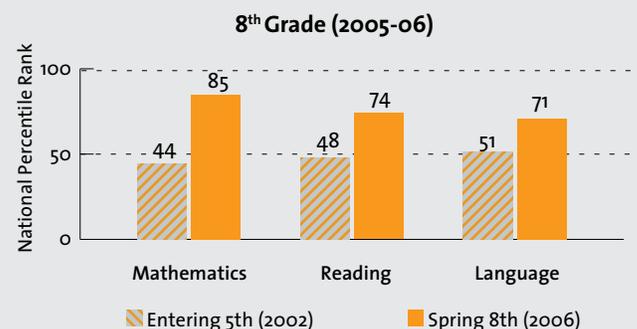
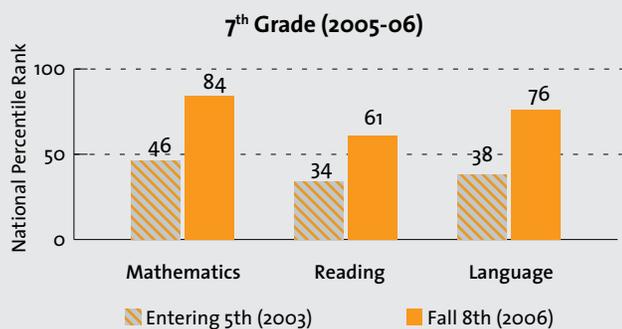
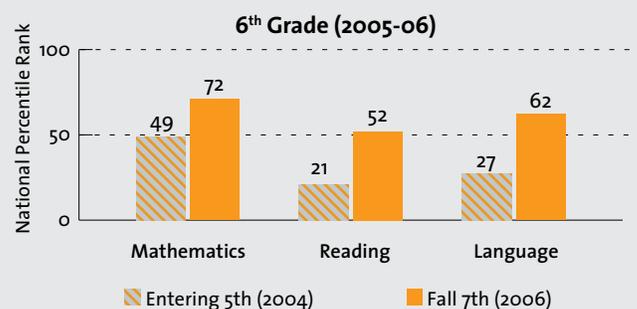
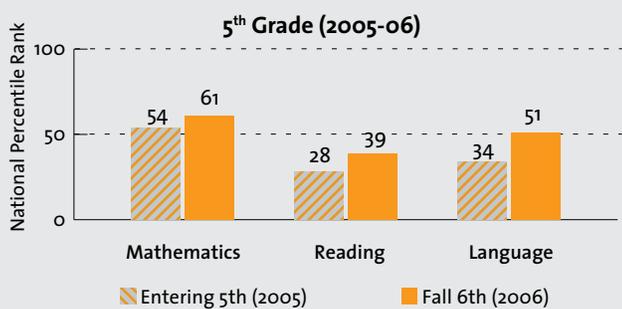
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# KIPP Houston High School

Houston, TX

[www.kippouston.org](http://www.kippouston.org)

Data on this page is as of September 2006

Open since 2004



**School Leader:** Julene Mohr

**Grades Served:** 9-11

**Total Student Enrollment 2006-07:** 265

**Number of Full-time Teachers:** 22.5

**Met Adequate Yearly Progress in 2006:** Yes

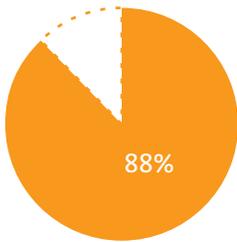
**State Rating in 2006:** Recognized\*

Texas rates all K-12 districts and schools as Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable based on state test performance in addition to completion and dropout rates.

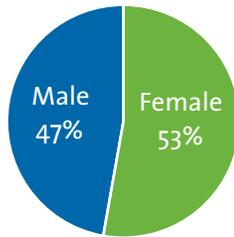
\*KIPP Academy Middle School, KIPP Houston High School, and KIPP SHINE Prep are recognized by the state under a single charter and thus receive a combined state rating.

## Student Demographics

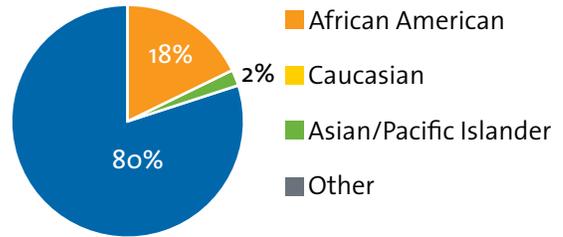
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,750  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** Leased from KIPP, Inc.

**Size (sq ft):** 45,500

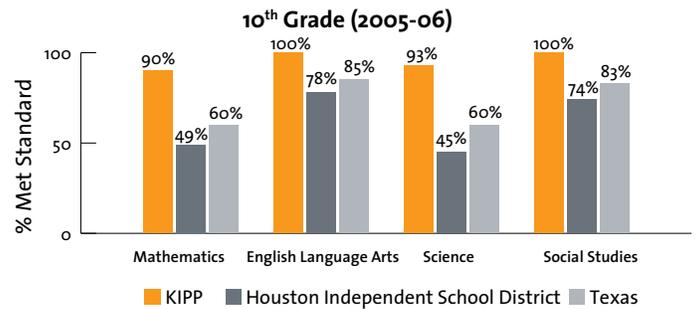
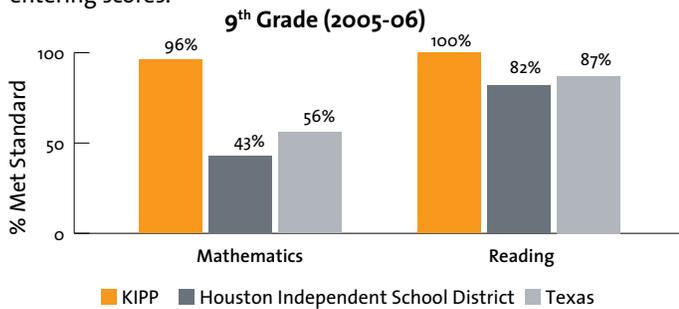


# KIPP Results

## State Criterion-referenced Test (2005-2006)

### Texas Assessment of Knowledge and Skills

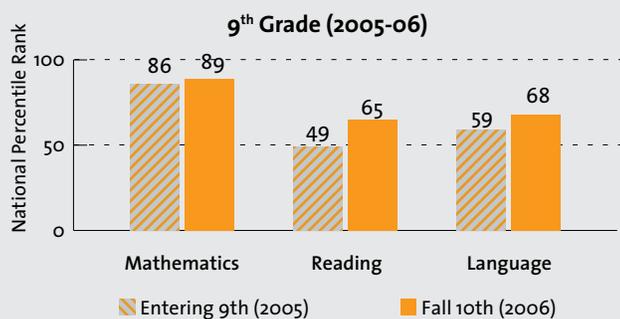
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



The Stanford Achievement Test is not administered after the fall of 10th grade. In 10th grade and beyond, students at KIPP Houston High School focus on college readiness and placement exams such as the PSAT, SAT, and AP.

# KIPP SHINE Prep

Houston, TX

[www.kipp-houston.org](http://www.kipp-houston.org)

Data on this page is as of September 2006

Open since 2004



**School Leader:** Aaron Brenner

**Grades Served:** Pre-K - 1

**Total Student Enrollment 2006-07:** 345

**Number of Full-time Teachers:** 32.5

**Met Adequate Yearly Progress in 2006:** Yes

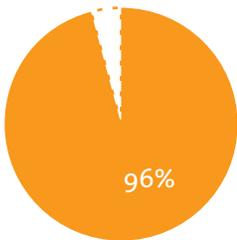
**State Rating in 2006:** Recognized\*

Texas rates all K-12 districts and schools as Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable based on state test performance in addition to completion and dropout rates.

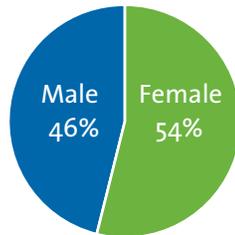
\*KIPP Academy Middle School, KIPP Houston High School, and KIPP SHINE Prep are recognized by the state under a single charter and thus receive a combined state rating.

## Student Demographics

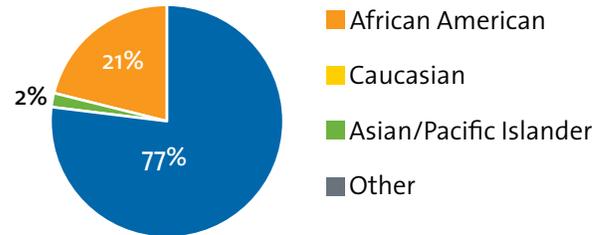
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,750  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** Leased modulares on KIPP, Inc. land

**Size (sq ft):** 19,792



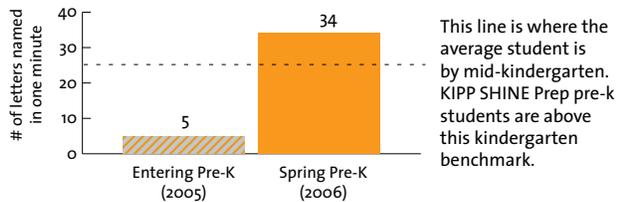
# KIPP Results

## Pre-Kindergarten

KIPP SHINE Prep administers a full battery of diagnostic tests designed to monitor the development of pre-reading and early literacy skills in preschool students. These assessments include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the Texas Primary Reading Inventory, and multiple reading diagnostics, including Rigby's Literacy Running Record Assessment.

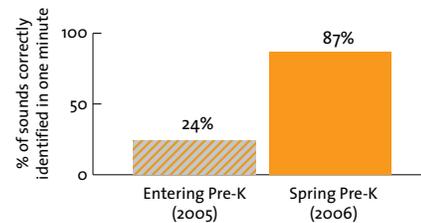
**Pre-K (2005-2006)  
Letter Naming Fluency (DIBELS)**

This test asks students to identify and name letters and is used as a measure of early literacy risk



**Pre-K (2005-2006)  
Initial Sound Fluency (DIBELS)**

This test assesses a child's ability to recognize and produce the initial sound in an orally presented word



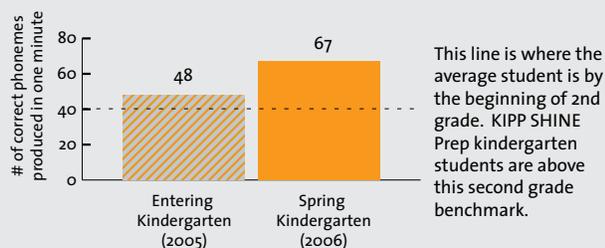
**Other assessments reveal:** At the end of the 2005-2006 pre-kindergarten year, KIPP SHINE Prep students were above grade level in key literacy areas. Students were writing at an end-of-kindergarten level and were able to correctly spell words in short phrases, despite lacking the skills to write their names at the beginning of the year. Students were reading at a middle-of-kindergarten level — half a grade level ahead of schedule.

## Kindergarten

KIPP SHINE Prep administers a full battery of diagnostic tests designed to monitor the development of pre-reading and early literacy skills in kindergarten students. These assessments include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the Texas Primary Reading Inventory, and multiple reading diagnostics, including Rigby's Literacy Running Record Assessment.

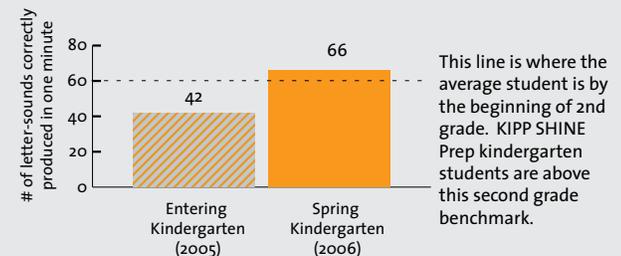
**Kindergarten (2005-2006)  
Phoneme Segmentation Fluency (DIBELS)**

This test assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently



**Kindergarten (2005-2006)  
Nonsense Word Fluency (DIBELS)**

This is a test of the alphabetic principle - including letter-sound correspondence and the ability to blend letters into words



**Other assessments reveal:** At the end of the 2005-2006 kindergarten year, KIPP SHINE Prep students were reading at a second grade level, after beginning the year at a first grade pre-primer level. This is based on a scale that begins at kindergarten (emergent readers) and goes through fifth grade (fluent readers). There are three reading levels within first grade: Grade 1 Pre-Primer, Grade 1 Primer, and Grade 1.

# KIPP TRUTH Academy

Dallas, TX

[www.kipptruth.org](http://www.kipptruth.org)

Data on this page is as of September 2006

Open since 2003



**School Leader:** Steven Colmus

**Grades Served:** 5-8

**Total Student Enrollment 2006-07:** 176

**Number of Full-time Teachers:** 13.5

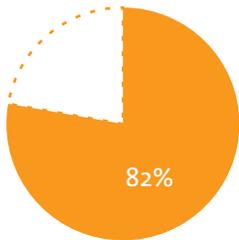
**Met Adequate Yearly Progress in 2006:** Yes

**State Rating in 2006:** Academically Acceptable

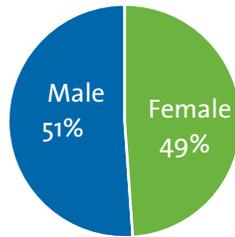
Texas rates all K-12 districts and schools as Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable based on state test performance in addition to completion and dropout rates.

## Student Demographics

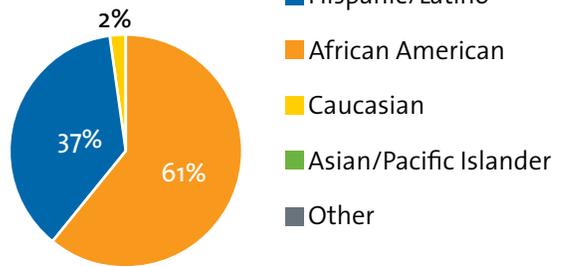
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$7,702  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** Commercial lease

**Size (sq ft):** 14,000

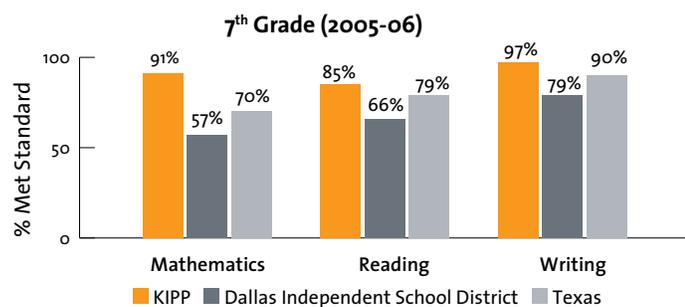
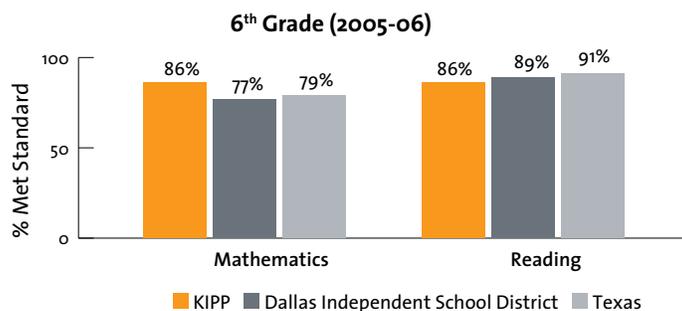
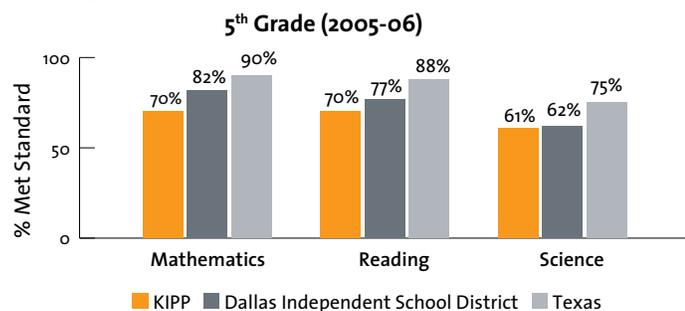


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### Texas Assessment of Knowledge and Skills

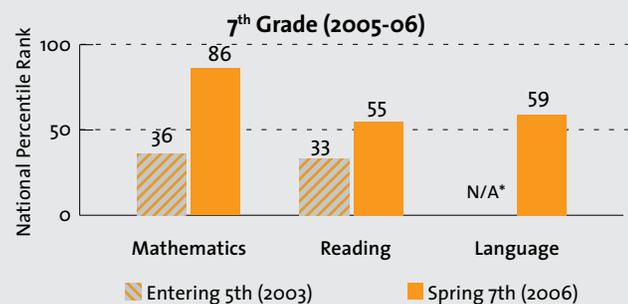
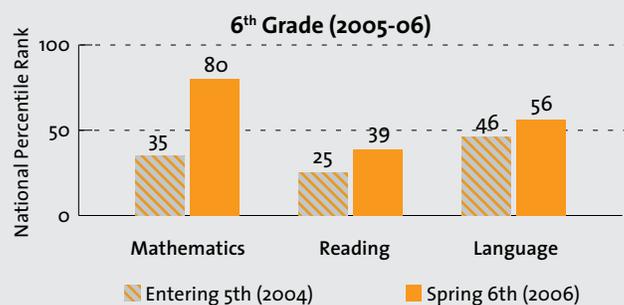
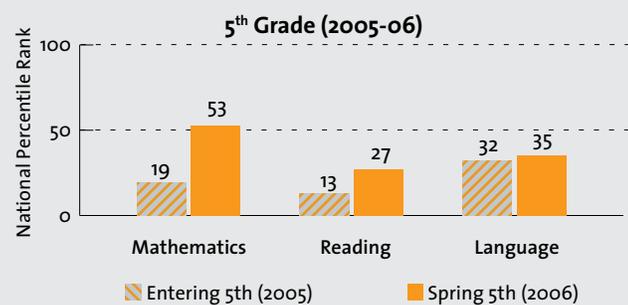
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



\*Entering test not given

# Cole College Prep, a KIPP transformation school

Denver, CO

Data on this page is as of September 2006

Open since 2005



**School Leader:** Richard Harrison

**Grades Served:** 8\*

**Total Student Enrollment 2006-07:** 49

**Number of Full-time Teachers:** 2

**Met Adequate Yearly Progress in 2006:** No

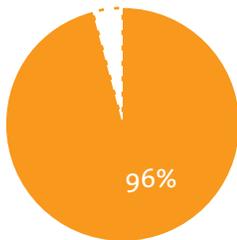
**State Performance Rating in 2006:** Low

*There are five overall academic performance ratings: Excellent, High, Average, Low, and Unsatisfactory. These ratings are based on the results of the Colorado State Assessment Program.*

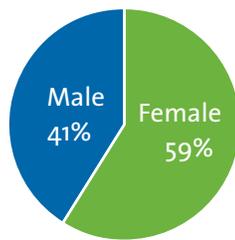
*\*in 2005-2006, Cole College Prep, a KIPP transformation school, served grades 7-8.*

## Student Demographics

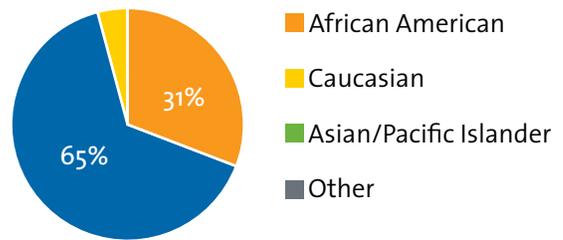
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,800  
*Local and state revenue (approx.)*

## Facility Status

**Facility / Lease Type:** District lease

**Size (sq ft):** 17,000

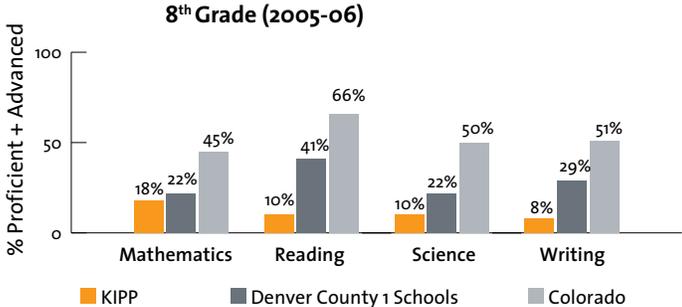
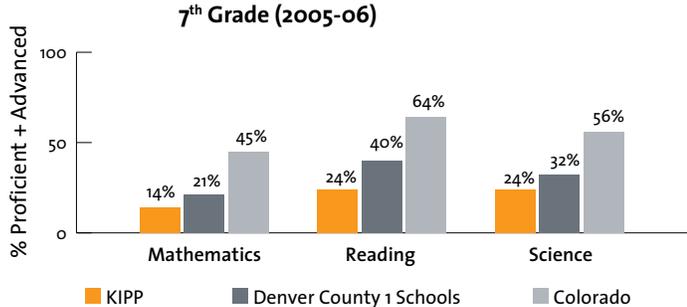


# KIPP® Results

## State Criterion-referenced Test (2005-2006)

### Colorado Student Assessment Program

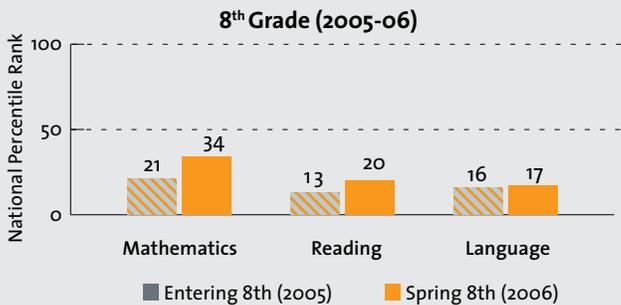
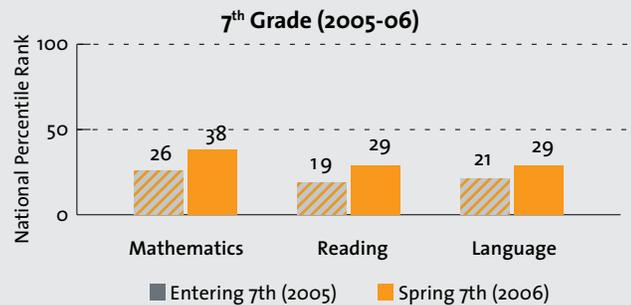
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores.



## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.



# New Orleans West (NOW) College Prep, a KIPP transformation school

Houston, TX

[www.kipp-houston.org](http://www.kipp-houston.org)

Data on this page is as of September 2006

Open since 2005



**School Leader:** Korbin Johnson

**Grades Served:** K-5\*

**Total Student Enrollment 2006-07:** 130

**Number of Full-time Teachers:** 8

**Met Adequate Yearly Progress in 2006:** Not Rated\*\*

**State Rating in 2006:** Not Rated\*\*

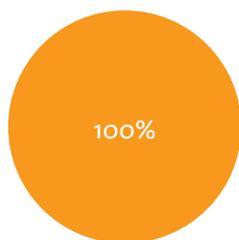
Texas rates all K-12 districts and schools as Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable based on state test performance in addition to completion and dropout rates.

\*In 2005-2006, NOW College Prep served grades K-8.

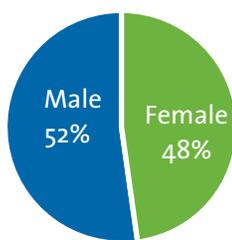
\*\*Texas does not assign AYP ratings to new schools. In addition, Texas exempts students that were displaced by Hurricanes Rita or Katrina when calculating state ratings. Since the majority of NOW College Prep students fall into that category, the school did not receive a state rating.

## Student Demographics

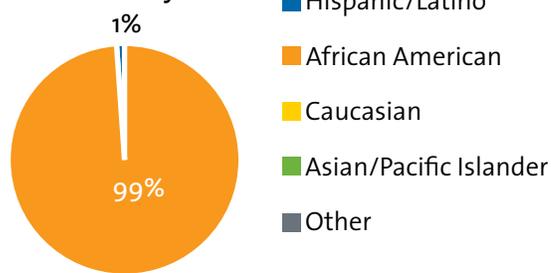
Eligible for Federal Meals



Gender



Race/ethnicity



## Financial Information

**Per-Pupil Funding:** \$6,750  
Local and state revenue (approx.)

## Facility Status

**Facility / Lease Type:** District lease

**Size (sq ft):** Unknown

# KIPP® Results

## Nationally Norm-referenced Test

### Stanford Achievement Test

This test enables us to track the performance of a common group of KIPP students over time, and allows us to compare this progress with that of students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Only KIPP students who took both an entering test in the fall and the most recent test are included in these charts.

