

# KIPP New Jersey

NEWARK, NJ • Executive Director: Ryan Hill • 8 Schools • Grades Served: K-12 • Total Enrollment: 2,856 • Est. 2002

School Name: Year Est., Grades Served, School Leader

- KIPP TEAM Academy: 2002, S-8, Mary Tan
- KIPP RISE Academy: 2010, S-8, David Brown
- KIPP Newark Collegiate Academy: 2008, S-12, Christopher Haskins
- KIPP SPARK Academy: 2016, K-2, Caroline Solley
- KIPP TRINITY Academy: 2013, K-2, Lindsay Schambach
- KIPP SUEK Academy: 2013, K-4, Antonia O'Neilman
- KIPP SUEK Academy: 2014, E-4, Jessica Biondo & Samantha Traub
- KIPP Life Academy: 2014, K, Anne Kadowaki

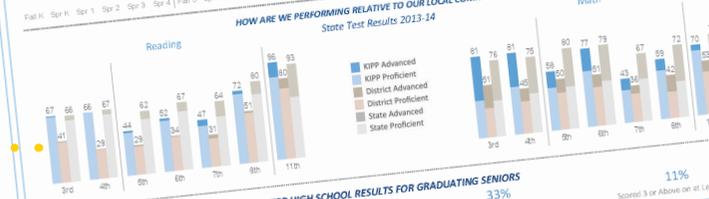
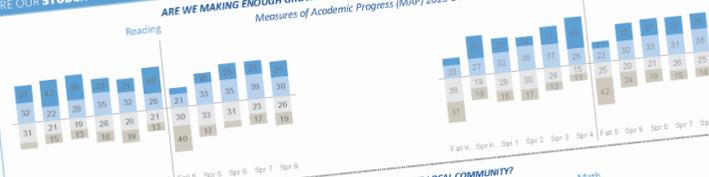
## QUESTION 1 ARE WE SERVING THE CHILDREN WHO NEED US?



## QUESTION 2 ARE OUR STUDENTS STAYING WITH US?



## QUESTION 3 ARE OUR STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?



**KIPP HIGH SCHOOL RESULTS FOR GRADUATING SENIORS**

- 1338 Average SAT
- 97% SAT Participation Rate
- 33% Took at Least 3 AP
- 11% Scored 3 or Above on at Least 1 AP

## QUESTION 4 ARE OUR ALUMNI CLIMBING THE MOUNTAIN TO AND THROUGH COLLEGE?

92% High School Graduation Rate  
College Matriculation Rate: 82%

Figures are for students who completed the 8th grade at a KIPP middle-school 5+ years ago and/or graduated from a KIPP HS.

## QUESTION 5 ARE WE BUILDING A SUSTAINABLE PEOPLE MODEL?

83% Teachers Retained within KIPP (78% Retained in Their Position)

244 Number of Teachers

KIPP New Jersey's original FRPL rate does not include Revolution Primary, which is enrolled in the Community Eligibility Provision (CEP). All students at Revolution Primary receive free lunch through the federal Community Eligibility Provision, which qualifies schools for CEP. Free lunch through other federal programs such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF). FRPL data is not collected and therefore is not available for KIPP schools in 2013-14. KIPP New Jersey's 2014-15 FRPL rate was 87%.



We report demographic information about our students (race/ethnicity, eligibility for free/reduced-price lunch, and those defined as having special needs) for each region that has multiple KIPP schools and those locations with just one school.



We report annual student attrition data for each site.



At the site level, we aggregate the state and district comparison data for criterion-referenced tests. We also show results for norm-referenced tests for grades K through eight. For graduating seniors, we report ACT/SAT scores as a measure of college readiness.



At the site level, we report high school graduation and college matriculation rates for those sites that have college alumni.



We report teacher retention data at the site level when there are two or more schools reporting.

# APPENDIX

## DATA DEFINITIONS AND METHODOLOGY

In order to provide a full picture of the achievements of the KIPP network, the KIPP Foundation collects a wide range of information from each locally run KIPP school. The Report Card features data for our schools that were open in 2013-14 aggregated by each of our KIPP geographic sites. The following categories explain the data presented in the preceding pages. Demographic data is accurate as of October 2014 (2014-15 school year) while achievement data, student attrition, and teacher retention reflect the 2013-14 school year.

## ENROLLMENT

The Report Card provides enrollment figures as of October 2014.

## STUDENT DEMOGRAPHICS

The Report Card displays the percentage of students who qualify for the federal free and reduced-price lunch (FRPL) program (a proxy for family income), race/ethnicity percentages, and the percentage of students defined as having special needs, as of October 2014.

This year, 33 schools were unable to provide FRPL data because those schools are enrolled in the federal Community Eligibility Provision (CEP), which qualifies schools for 100 percent free lunch through other federal programs such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF). FRPL data is not collected and therefore is not available for schools enrolled in CEP. On school pages, these schools have the words “CEP Eligible” in the place of an FRPL rate. Regions in which over half of schools are enrolled in CEP also have the words “CEP Eligible” in place of an FRPL rate on the regional page; CEP schools are also excluded from the national FRPL rate calculation.

Race/ethnicity percentages may not add up to 100 due to rounding. The “Other” percentage includes all races other than Black/African American, Hispanic/Latino, White, and Asian.

We define special needs students as those who have Individualized Education Programs (IEPs). In consultation with parents and other school staff, a special needs teacher prepares an IEP document that outlines the learning goals for the student and the ways in which the school will accommodate and support the student’s special needs.

## STUDENT ATTRITION

The Report Card features student attrition data from the 2013-14 school year. KIPP defines attrition as the percentage of students who leave a school (for reasons other than completing the highest grade or transferring to another KIPP school) in one annual cycle between October 1 of 2013 and October 1 of 2014, which is the date that most states close their enrollment. The National Center for Education Statistics (NCES) also uses this date when referencing enrollment for a given year. Network-wide statistics are based on the 139 KIPP schools that were open in October 2013 and still open in October 2014.

## STUDENT ACHIEVEMENT—STATE EXAMS

Like all other public schools, students enrolled at KIPP schools are required under state and federal law to take exams, the results of which are used for state accountability purposes and to fulfill the reporting requirements of the No Child Left Behind (NCLB) Act. 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- and regional-level achievement data for each test required by the state, and compares the percentage of KIPP students that pass the test to the state and district passing rates for each test. These tests do not measure growth over time. End-of-course (EOC) tests are subject tests taken by students in multiple grades. EOC performance levels displayed on regional pages are an aggregate of all EOC scores in that subject, and may encompass several EOC tests. Note that for the 2013-14 academic year, reading and math Smarter Balanced field test results were not reported by the California Department of Education.

## STUDENT ACHIEVEMENT—NATIONALLY NORM-REFERENCED EXAMS

All KIPP students take Measures of Achievement Progress (MAP), a norm-referenced achievement exam, in reading and mathematics from first grade through eighth grade. The majority of our schools also administer MAP to kindergarten students. Norm-referenced tests allow us to track the performance of students while enrolled in KIPP as compared to their grade-level peers nationally. They also provide a way to monitor student achievement longitudinally and to see the progress our students are making on the road to college.

The average American student who takes a nationally norm-referenced exam will score at the 50th percentile. This student is outperforming 50 percent of students nationally. From one year to the next, the average student will make one year of typical 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 year of typical growth relative to his or her peers.

The norm-referenced test quartile graphs on each school’s page depict the percentage of students in each percentile range (1st-24th, 25th-49th, 50th-74th, 75th-99th) on the norm-referenced tests that were administered during the 2013-14 school year. These graphs include all students who tested in the given season. On regional pages, quartile graphs begin with fall scores from kindergarten and 5th grade, and then show spring scores for all grades. On school pages, quartile graphs begin with the earliest season of data available; in some cases, this is kindergarten spring. On the national page, MAP results include the two KIPP Coastal Village schools, which were no longer within the KIPP network as of the fall of 2014. Percentages for norm-referenced tests may not add up to 100 due to rounding.

In order to provide a growth measurement as well, we also report the percentage of students who made one year or more of typical growth between fall and spring of the 2013-14 school year. For schools that did not test all students in the fall, growth from the prior spring was used (spring-to-spring) for non-entry grades. In these cases, new students are not counted, since they only have fall-to-spring growth records.

## STUDENT ACHIEVEMENT—HIGH SCHOOL PERFORMANCE DATA

In addition to state test data, for high schools with senior classes, the Report Card also includes participation and performance data for college entrance exams (ACT or SAT) as well as Advanced Placement (AP) exams for all graduating seniors. As a measure of college readiness, we report the percentage of KIPP high school seniors who have scored 3 or above on at least one AP exam. This percentage is based on all graduating seniors.

## ATTAINMENT DATA—HIGH SCHOOL GRADUATION AND COLLEGE MATRICULATION

The Report Card features high school graduation and college matriculation data at the regional and school level. All high school graduation, college matriculation, and college graduation data was tracked and verified by the region or school in the fall of 2014. At the regional level, we report the cumulative high school graduation and college matriculation data for students who completed eighth grade at a KIPP middle school five or more years ago and/or graduated from a KIPP high school.

On high school pages, we report the percentage of students completing high school in four years, based on the National Governors Association (NGA) definition, which divides the number of students graduating with a diploma within four years by the number of first-time entering ninth graders four years prior, after adding students who transfer into the graduating class and subtracting any students who transfer out.

For comparative figures about the percentage of students graduating from high school, the percentage of students who start college, and the percentage of students who complete four-year college, we use Tom Mortenson’s (2014) definition of low-income and the U.S. Census figures for 25-29 year-olds for U.S. average figures.

## SCHOOL LEADER RETENTION

School leaders who were leading a KIPP school as of September 1, 2013, and as of the following September 1, 2014, returned to continue leading a KIPP school are considered retained as KIPP school leaders. School leaders who were leading a KIPP school as of September 1, 2013 and as of the following September 1, 2014, returned to continue working in a different capacity within the KIPP Team & Family are considered retained within the KIPP network. KIPP’s total school leader retention figure is the sum of these two figures.

## TEACHER RETENTION

The education community lacks a common standard for defining and reporting teacher retention. The National Center for Education Statistics (NCES) defines all cases in which a teacher stops teaching at a particular school as turnover, regardless of whether a teacher switches schools, moves into a non-teaching position within his or her current school, or leaves the field of education altogether. KIPP adopts this framework, defining “retained within position” as cases where a teacher who is teaching at a school in one school year continues teaching at the same school as of the fall (September 1) of the following year. Any teacher who begins teaching at a school during the academic year (September 1 to April 30), regardless of whether he or she joined at the beginning, middle, or end of the year, is considered part of the denominator that is utilized in calculating “retained within position” rates. At the same time, because KIPP is a rapidly growing network of schools, many KIPP teachers leave to teach at another KIPP school or transition to a non-teaching capacity within the KIPP network. Current KIPP teachers are an important source for future KIPP leaders, which is why we also report “retained within KIPP,” a metric that counts these teachers as staying within the KIPP Team & Family. We only display retention metrics when we have at least two schools per region reporting. Teacher counts reflect the 2014-15 school year, and they represent the number of individuals rather than the full-time equivalency (FTE).

## SOURCES

For the KIPP Foundation’s 2013-14 audited financials, visit [www.kipp.org/support](http://www.kipp.org/support).

Mortenson, Tom. “Unequal Family Income and Unequal Higher Educational Opportunity, 1970 to 2013.” *Postsecondary Education OPPORTUNITY 267* (September 2014). <http://www.postsecondary.org/commondetail.asp?id=1583>.

U.S. Census Bureau. “Educational Attainment in the United States: 2014.” Detailed Tables. <http://www.census.gov/hhes/socdemo/education/data/cps/2014/tables.html>.