



**KIPP JOURNEY ACADEMY 2011-2012 ANNUAL REPORT**



“A REVOLUTIONARY NEW SCHOOL SYSTEM.”

-OPRAH WINFREY-

“KIPP IS REMARKABLE IN SOME WAYS, PARTICULARLY IN ITS ABILITY TO ATTRACT GREAT TEACHERS AND ENGAGE AND INSPIRE STUDENTS. I AM IMPRESSED THAT KIPP TAKES ALL OF THOSE ISSUES VERY SERIOUSLY AND WHERE THERE IS AN ISSUE THEY FOCUS ON IT. THEY REALLY HAVE THE RIGHT GOALS AND A STRONG CULTURE.”

-BILL GATES-

*KIPP: Journey Academy is a student-focused community where all students develop the intellectual, academic, and social skills needed to understand and take action on issues they encounter in everyday life. In a rigorous, safe, and personalized learning environment, a culture of responsibility and service is fostered, empowering and equipping all learners to become more active and engaged citizens.*

# A message from our Leadership

Dear Friends,

KIPP Journey is a public, open-enrollment charter school that began in 2008 with our founding class of fifth graders. We have added a grade each year and now have 310 students in grades five through eight. This year, our first class of students will culminate in June and leave for new high schools next fall.

Like all KIPP schools, KIPP Journey has a longer school day, week and year, and a 'no excuses' philosophy that focuses on helping every child succeed. KIPP teachers are available by cell phone in the evening to answer homework questions and have a commitment to do whatever it takes to help their students learn. KIPP Journey strives to make learning fun, with incentives for student achievement, and enrichment classes for all students including West African drumming and dance, choir, art, soccer, drama, football, film studies, yoga and aerobics.

Our results show that this approach is working. Between fifth and seventh grade, KIPP Journey's students more than doubled their passing rates on Ohio state tests in math (from 29 percent to 65 percent) and doubled achievement in reading (from 32 percent to 73 percent). Further, our first class of students has now surpassed the proficiency percentages of Columbus City Schools in both Reading and Math.

Now in eighth grade, these KIPP Journey students are on track to surpass the state average for student achievement by the time they complete eighth grade. Due to these results, KIPP Journey received a rating of Academically Effective in 2011 and exceeded state expectations for student growth for the second consecutive year.

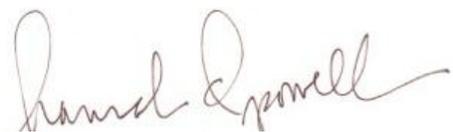
We are proud of our students for their hard work and grateful to our tireless teachers and staff for their commitment to excellence. At KIPP Journey, we believe all of students will climb the mountain to college, and we appreciate your support in helping us reach this goal.

We would be glad to send you more materials or information about KIPP Journey, and encourage you to visit our website at [www.kippjourneyacademy.org](http://www.kippjourneyacademy.org) to learn more!

Sincerely,



Dustin M. Wood  
School Director



Hannah D. Powell  
Executive Director

**KIPP: CENTRAL OHIO**  
**Board of Directors**

THE HONORABLE JUDGE ALGENON MARBLEY – CHAIR

ABIGAIL WEXNER – VICE CHAIR

EDDIE HARRELL – SECRETARY

STEVE BISHOP – TREASURER

JIM GILMOUR

STUART BURGDOERFER

JOE CHLAPATY

DR. RALPH JOHNSON

KEVIN REEVES

BARBARA TRUEMAN

DENISE GLIMCHER

BLAKE THOMPSON

JOHN KOBACKER

## KIPP: IS...



“...my life. This place, the people, OUR KIDS, what we do and how we do it, have inspired me to live a better life. When I self-reflect, I ask myself if I am living by the values we teach our kids. “Am I a big KIPPster?” I can honestly say that I am striving to be and that I am so much better because of it. Work hard! Be nice!”

*Theresa Thanos, 7<sup>th</sup> Grade Writing*

“...an inspiring school. When you hear teachers tell you that this school is all about climbing the mountain to college, you really believe it. I’m not sure where I would be if it weren’t for KIPP Journey Academy.”

*Joshua McGowen, Class of 2018*



# STAFF ROSTER

2010 – 2011

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HANNAH D. POWELL	SCHOOL DIRECTOR
DUSTIN WOOD	ASSISTANT SCHOOL DIRECTOR
BOBBY SRIVASTAVA	BUSINESS MANAGER
D'ANDREA KINLEY	OFFICE MANAGER
NANCY JOHNSTON	KIPP-TO-COLLEGE AND HIGH SCHOOL PLACEMENT
KATY ZEANAH	21 <sup>ST</sup> CENTURY AND COMMUNITY PARTERNSHIPS COORDINATOR
<hr/>	
SARAH SILVERMAN	5 <sup>TH</sup> GRADE WRITING
JENNA DAVIS	5 <sup>TH</sup> GRADE SCIENCE
LYNNLY WOOD	5 <sup>TH</sup> GRADE READING
HANNAH MEKKER	5 <sup>TH</sup> GRADE MATH
<hr/>	
AARON EPTING	6 <sup>TH</sup> GRADE MATH
SARAH WESSLING	6 <sup>TH</sup> GRADE WRITING
KATHY CARROLL	6 <sup>TH</sup> GRADE SCIENCE
MEGAN HOTTLE	6 <sup>TH</sup> GRADE READING
<hr/>	
KATHLEEN RAINS	7 <sup>TH</sup> GRADE SPANISH
JOSEPH BUZZELLI	7 <sup>TH</sup> GRADE MATH
ALEX THANOS	7 <sup>TH</sup> GRADE SOCIAL STUDIES
THERESA THANOS	7 <sup>TH</sup> GRADE ENGLISH AND LANGUAGE ARTS
<hr/>	
ELLEN STONECASH	SPECIAL EDUCATION TEACHER
JACLYN PALONE	SPECIAL EDUCATION COORDINATOR

# STAFF ROSTER

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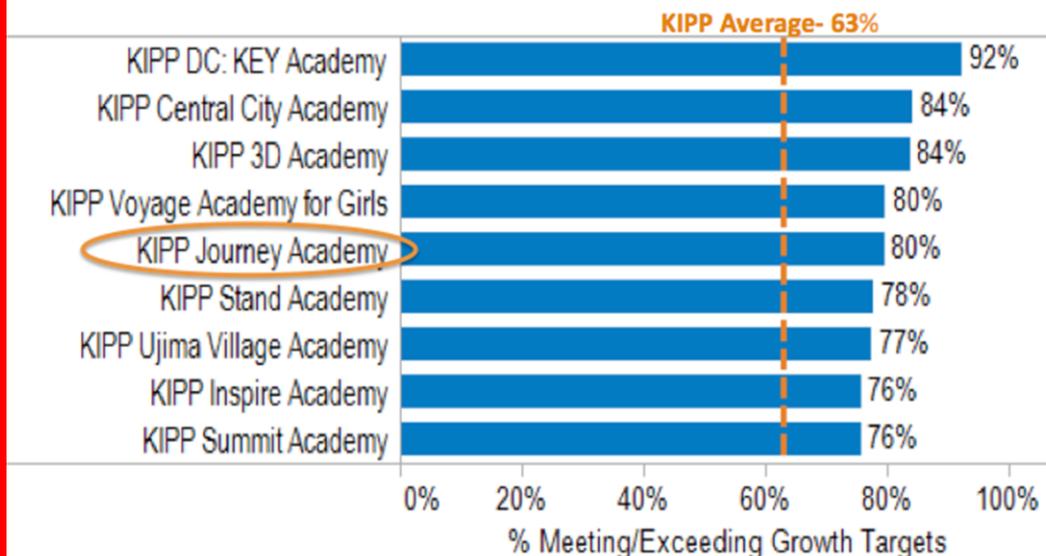
## 2011-2012

HANNAH D. POWELL	EXECUTIVE DIRECTOR
DUSTIN WOOD	SCHOOL DIRECTOR
JENNIFER GREENE	DEAN OF STUDENTS (ASSISTANT SCHOOL DIR.)
BOBBY SRIVASTAVA	BUSINESS MANAGER
D'ANDREA KINLEY	OFFICE MANAGER
NANCY JOHNSTON	KIPP-TO-COLLEGE AND HIGH SCHOOL PLACEMENT
ANITA MULLINS	21 <sup>ST</sup> CENTURY AND COMMUNITY PARTNERSHIPS COORDINATOR
KATHLEEN RAINS	PERFORMANCE EVALUATION MANAGER
KYLE RAMSAY	TEACHING FELLOW
<hr/>	
JILL CASE	5 <sup>TH</sup> GRADE MATH
JENNA DAVIS	5 <sup>TH</sup> GRADE SCIENCE
LYNNLY WOOD	5 <sup>TH</sup> GRADE READING
<hr/>	
AARON EPTING	6 <sup>TH</sup> GRADE MATH
SARAH SILVERMAN	6 <sup>TH</sup> GRADE NONFICTION STUDIES
RACQUEL ARMSTRONG	6 <sup>TH</sup> GRADE WRITING
MEGAN HOTTLE	6 <sup>TH</sup> GRADE READING
<hr/>	
ALEXANDROS THANOS	7 <sup>TH</sup> GRADE MATH
KAT HITTLE	7 <sup>TH</sup> GRADE READING
NAJIB KAMAGATE	7 <sup>TH</sup> GRADE NONFICTION STUDIES
THERESA THANOS	7 <sup>TH</sup> GRADE WRITING
<hr/>	
SHARLENE CLEVELAND	8 <sup>TH</sup> GRADE SOCIAL STUDIES
CHRISTINA WATTS	8 <sup>TH</sup> GRADE MATH
GREG DAVIS	8 <sup>TH</sup> GRADE ENGLISH AND LANGUAGE ARTS
BRANDON HELLEMANN	8 <sup>TH</sup> GRADE SCIENCE
<hr/>	
ELLEN STONECASH	SPECIAL EDUCATION TEACHER
SHAUN MCVICKER	SPECIAL EDUCATION TEACHER
JACLYN PALONE	SPECIAL EDUCATION COORDINATOR

# STUDENT ACHIEVEMENT

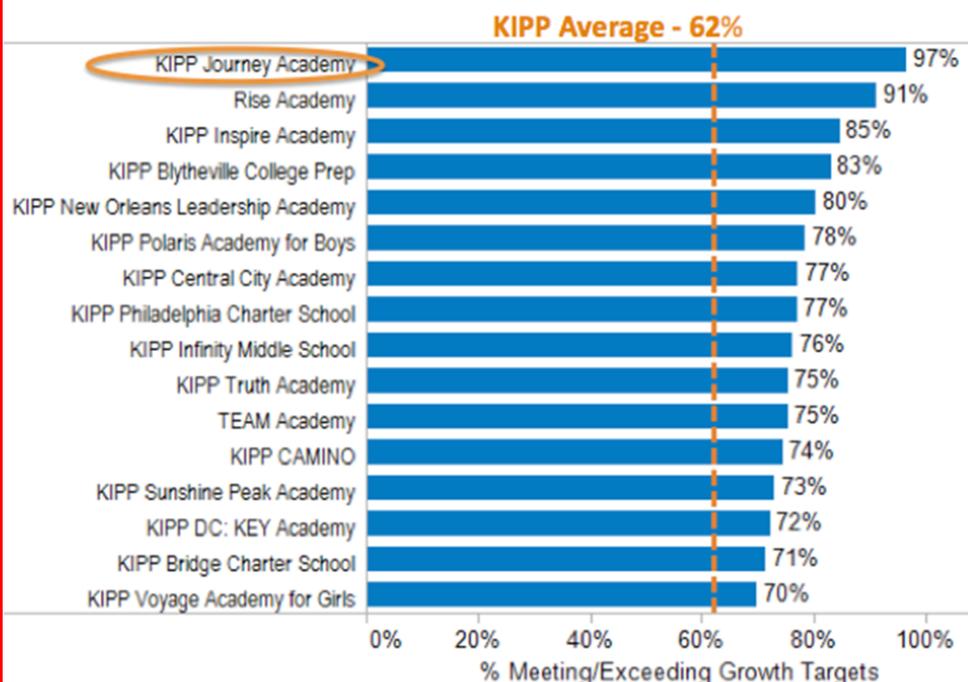
## NWEA MAP Test as compared to the KIPP Network

### 6<sup>th</sup> Grade Math



Preliminary Data as of 7/28/2011. Only schools administering MAP in Fall 2010 and Spring 2011 with at least 25 students are included. 2008 Norm Data is used to determine typical growth.

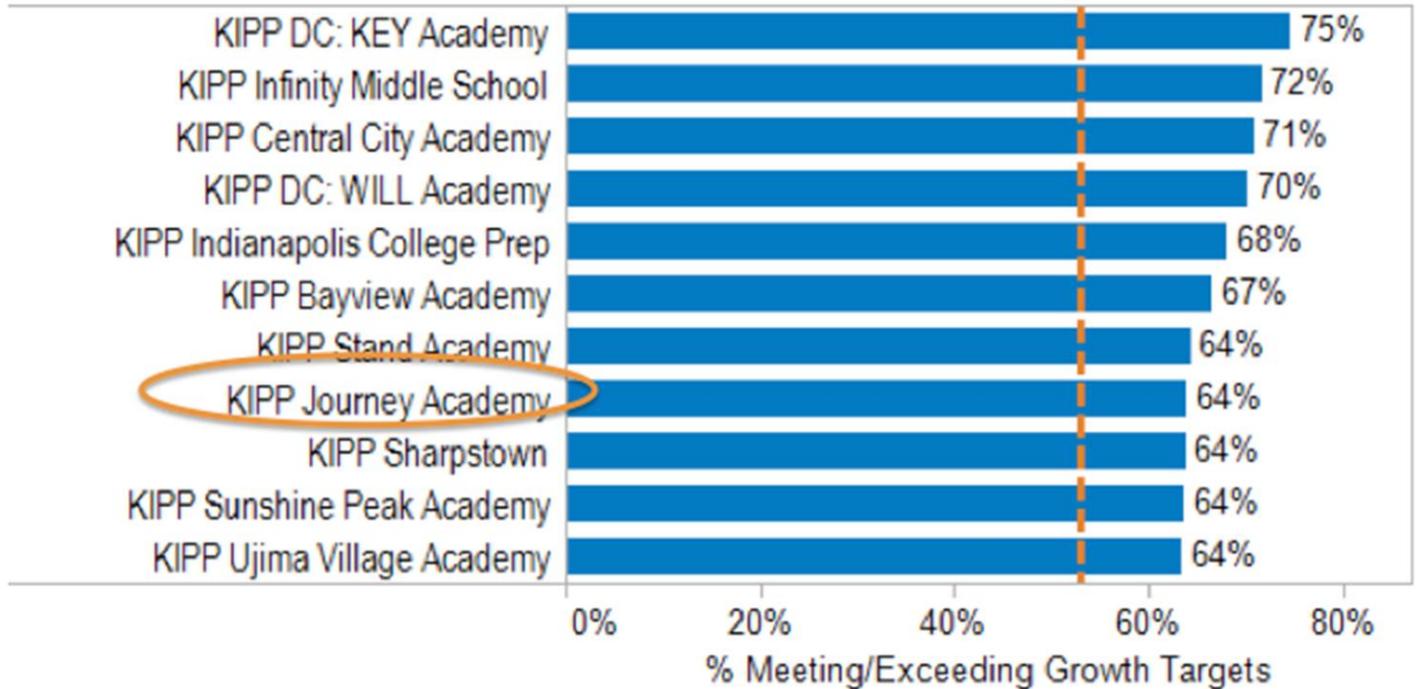
### 5<sup>th</sup> GRADE READING



Preliminary Data as of 7/28/2011. Only schools administering MAP in Fall 2010 and Spring 2011 with at least 25 students are included. 2008 Norm Data is used to determine typical growth.

# 7<sup>th</sup> Grade Reading

KIPP Average- 53%



preliminary Data as of 7/28/2011. Only schools administering MAP in Fall 2010 and Spring 2011 with at least 25 students are included. 2008 Norm Data is used to determine typical growth.

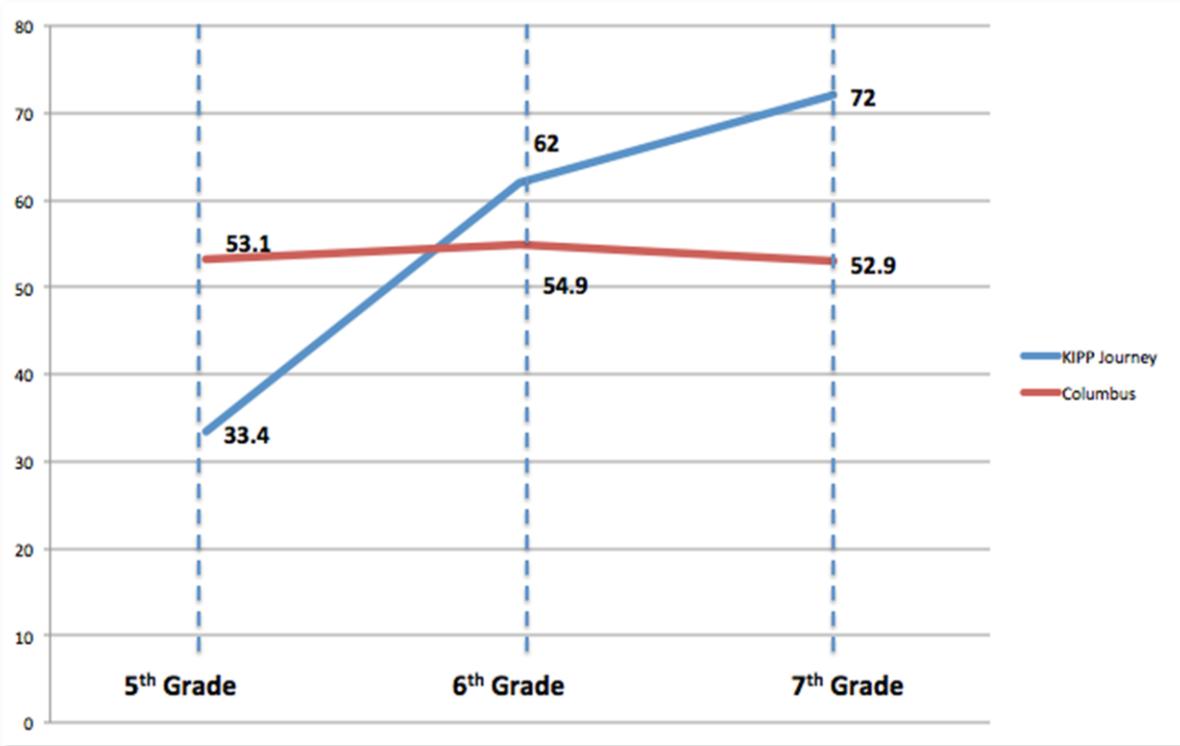
**NWEA IS A NATIONALLY NORM-REFERENCED COMPUTER ADAPTIVE TEST ADMINISTERED TO NEARLY 3 MILLION STUDENTS NATIONWIDE EACH YEAR. KIPP JOURNEY ACADEMY SHOWED SIGNIFICANT GROWTH COMPARATIVE TO KIPP SCHOOLS THROUGHOUT THE COUNTRY. MANY OF THE SCHOOLS SHOWN IN COMPARISON DATA ARE A PART OF REGIONAL NETWORKS THAT HAVE BEEN IN EXISTENCE FOR 10-15 YEARS.**

**KIPP JOURNEY ADMINISTERS THE NWEA MAP TESTING THREE TIMES A YEAR TO MEASURE GROWTH OVER THE COURSE OF AN ACADEMIC SCHOOL YEAR.**

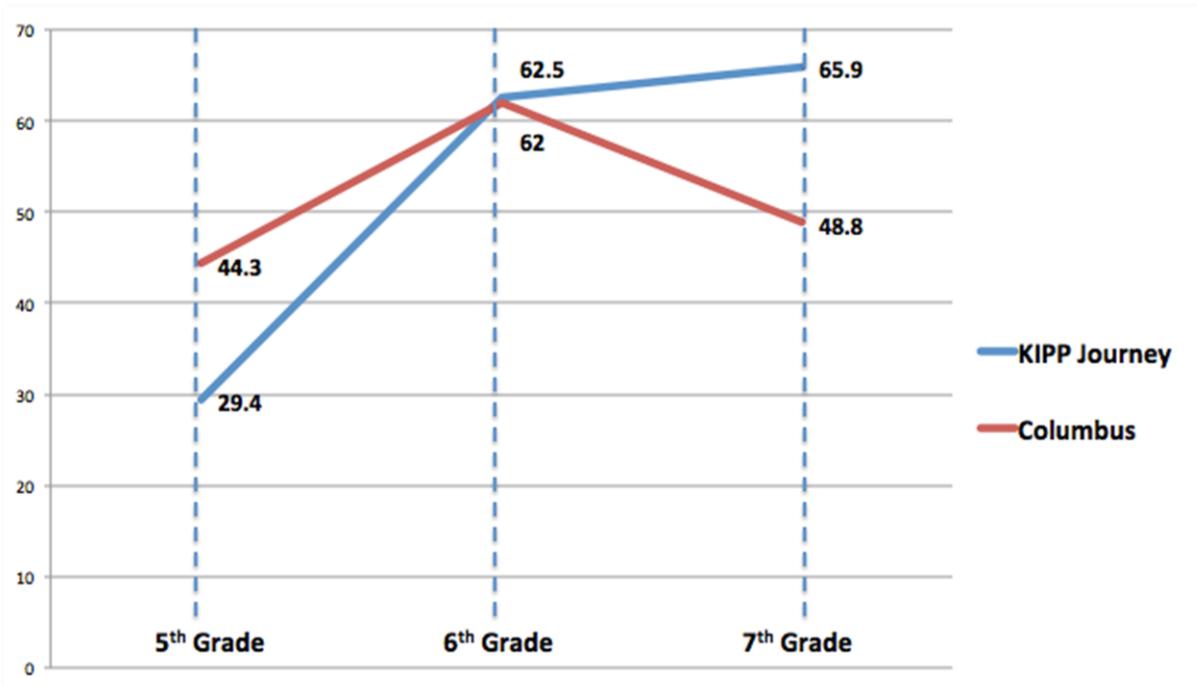
# STUDENT ACHIEVEMENT

Founding Class (8<sup>th</sup> Grade) Student Achievement Over Time

### Incoming 8<sup>th</sup> Grade Students' Reading Proficiency Over the Past 3 Years



### Incoming 8<sup>th</sup> Grade Students' Math Proficiency Over the Past 3 Years



## Community Partnerships

We are humbled and grateful for the amount of community support we have received over the years. Below is a list of organizations and foundations that have supported our mission over the years.

100 Black Men of Ohio	Nationwide
Abbott Labs, Ross Product Division	NetJets Aviation
Advanced Drainage Systems	Neva Collins Fund
Agnes Trimmer Fund	Ohio Health
American Electric Power	Ohio Health
AT&T	Paul G. Duke Foundation
Banana Republic	Public Education Fund
Battelle	Real Family Fund
Bob Evans	Ross Family
Cardinal Health Inc.	Sarah Helen Craig Fund
Casto Organization	Schottenstein Stores Corp
Crane Plastics	Scotts – Miracle Gro Company
Daimler Group Foundation	Sherman Smoot Company
Dallas Foundation	Siemer Family Foundation
Easton Community Foundation	Squire Sandres & Dempsey LLC
Edwards Foundation	Stonehenge Financial Holdings
Ernst & Young	The Columbus Foundation
Fidelity Investments	The Columbus Partnership
Fifth Third Bank	The Thomas B. Fordham Foundation
Frank Wobst Fund	Turner Construction
Gap Foundation	Vorys, Seymour, Sater & Pease
Grange Insurance Companies	Walton Family Foundation
Hexion Specialty Chemicals	Wexner Family Fund
Huntington Bank	Wolfe Associates
Ingram White Castle Foundation	
JP Morgan Chase	
KIPP Foundation	
Lancaster Colony	
Lennonhead Salons	
Limited Brands	
Mabel and Vernon Watts Fund	
Margrett Shultz Fund	
Meuse Family Foundation	
Michael and Jane Endres Fund	
Moritz Family Foundation	
National City Bank	

## In the Community

KIPP Journey students participated in a number of events that brought the community together, and forged lifelong friendships.



**KIPPsters spent three days in our nation's capital touring Universities, visiting museums, and seeing some of the country's most historic monuments.**



**7<sup>th</sup> Graders spent a week experiencing the outdoors in West Virginia! The week was spent engaged in teambuilding exercises and leadership events to give KIPPsters an experience they were never forget!**

## 2010-2011 School Goals

**36.01% Proficient in 5th Grade Reading**

**41.59% Proficient in 5th Grade Math**

**50.23% Proficient in 5th Grade Science**

**70.3% Proficient in 6th Grade Reading**

**64.8% Proficient in 6th Grade Math**

**75% Proficient in 7th Grade Math, Science, and Reading**

**93% Average Daily Attendance Rate**

**95% Participation on OAA tests**

**PI score of at least 80.0**

**Meet 50% of state indicators**

# KIPP: Journey Academy

1406 Myrtle Ave, Columbus, OH 43211-1445 – Grades 5-8 – Franklin County

## 2010-2011 School Year Report Card

Current Administrator: **Hannah Powell (614) 263-6137**



The School Report Card for the 2010-2011 school year shows the progress schools have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



† Students enrolled in Title I schools. In School Improvement may be eligible for Public School Choice or Supplemental Educational Services. Contact your school for specific options available to your child.



### State Indicators

### Percentage of Students at and above the Proficient Level

	Your School 2010-2011	School Comparison Group* 2010-2011	State 2010-2011
<b>3rd Grade Achievement</b>			<i>The state requirement is 75 percent</i>
1. Reading	–	60.7%	<b>79.9%</b>
2. Mathematics	–	61.1%	<b>82.0%</b>
<b>4th Grade Achievement</b>			<i>The state requirement is 75 percent</i>
3. Reading	–	66.3%	<b>83.8%</b>
4. Mathematics	–	59.2%	<b>78.1%</b>
<b>5th Grade Achievement</b>			<i>The state requirement is 75 percent</i>
5. Reading	26.7%	54.6%	74.1%
6. Mathematics	22.2%	43.8%	66.1%
7. Science	40.0%	44.2%	71.1%
<b>6th Grade Achievement</b>			<i>The state requirement is 75 percent</i>
8. Reading	67.2%	68.8%	<b>85.6%</b>
9. Mathematics	73.8%	58.3%	<b>77.5%</b>
<b>7th Grade Achievement</b>			<i>The state requirement is 75 percent</i>
10. Reading	73.2%	54.8%	<b>77.3%</b>
11. Mathematics	65.9%	50.9%	74.8%
<b>8th Grade Achievement</b>			<i>The state requirement is 75 percent</i>
12. Reading	–	69.1%	<b>85.1%</b>
13. Mathematics	–	47.6%	74.3%
14. Science	–	38.6%	67.4%
<b>Ohio Graduation Tests (10th Grade)</b>			<i>The state requirement is 75 percent</i>
15. Reading	–	<b>78.3%</b>	<b>87.2%</b>
16. Mathematics	–	68.6%	<b>82.6%</b>
17. Writing	–	<b>81.6%</b>	<b>89.5%</b>
18. Science	–	54.4%	74.7%
19. Social Studies	–	68.9%	<b>80.1%</b>
<b>Ohio Graduation Tests (11th Grade)**</b>			<i>The state requirement is 85 percent</i>
20. Reading	–	<b>87.3%</b>	<b>92.4%</b>
21. Mathematics	–	78.8%	<b>89.1%</b>
22. Writing	–	<b>89.7%</b>	<b>93.4%</b>
23. Science	–	69.2%	84.2%
24. Social Studies	–	79.4%	<b>88.0%</b>
<b>Attendance Rate</b>			<i>The state requirement is 93 percent</i>
25. All Grades	<b>94.1%</b> ✓	<b>94.5%</b>	<b>94.5%</b>
<b>2009-10 Graduation Rate</b>			<i>The state requirement is 90 percent</i>
26. School	–	77.6%	84.3%

Any result at or above the state standard is indicated by a ✓

\* Your school comparison group is based on the performance of all schools in Columbus City School District.

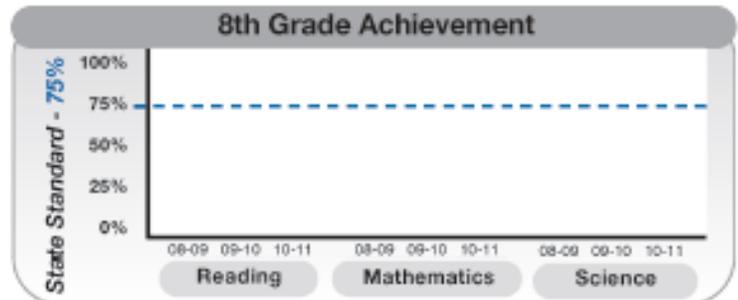
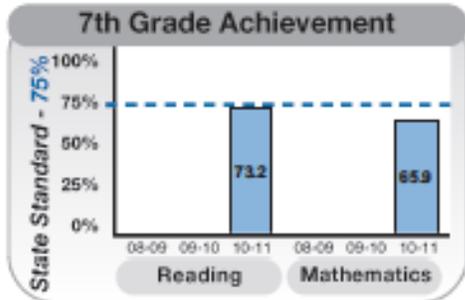
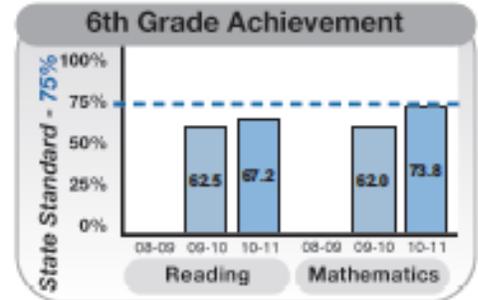
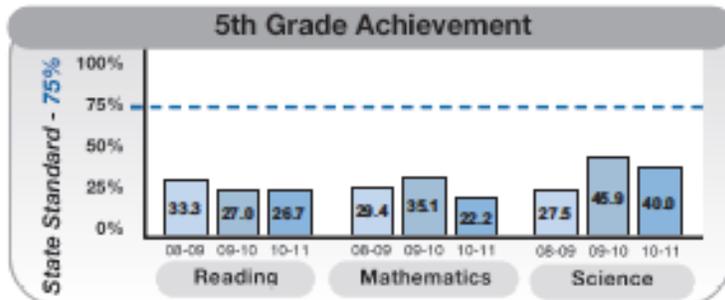
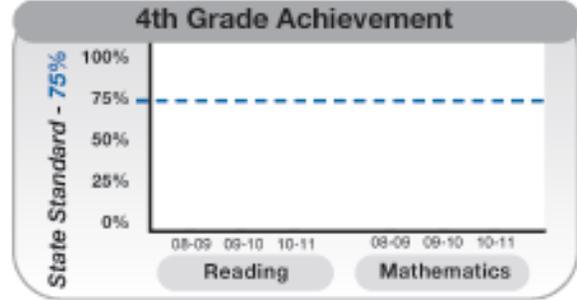
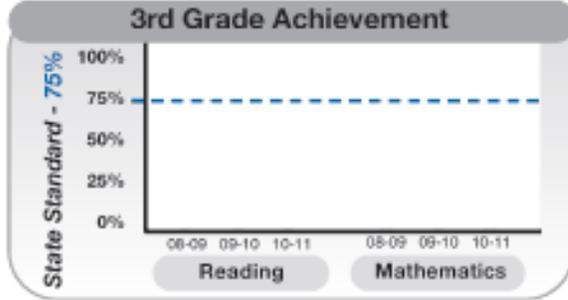
\*\* Cumulative results for students who took the tests as 10th or 11th graders. – = Not Calculated/Not Displayed when there are fewer than 10 in the group.

On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

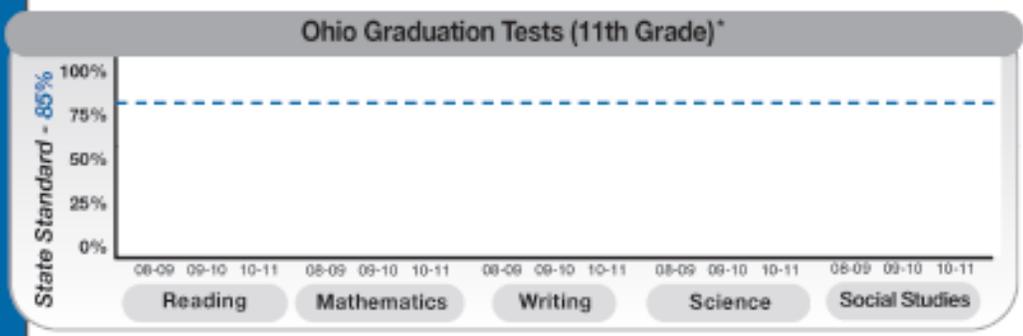
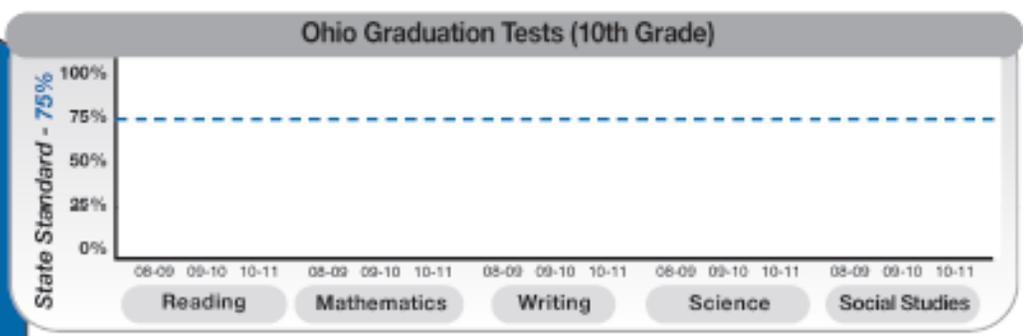
# Your School's Assessment Results Over Time



All students in the school for a full academic year are included in the results.



The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.



\* Cumulative results for students who took the tests as 10th or 11th graders.

# Performance Index



## Performance Index Calculations for the 2010-2011 School Year



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show school achievement trends.

**Performance Level Across Grades 3-8 and 10 for all Tested Subjects**  
(includes every student enrolled in the school for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.0	X	0.0	=	0.0
Limited	19.2	X	0.3	=	5.8
Basic	23.8	X	0.6	=	14.3
Proficient	34.0	X	1.0	=	34.0
Accelerated	16.4	X	1.1	=	18.0
Advanced	6.7	X	1.2	=	8.0

**Your School's Performance Index 80.0**

### Performance Index Over Time

2010-2011	2009-2010	2008-2009
80.0	74.3	61.6

# Value-Added Measure



Overall Composite



Scores reflect grade level and overall composite ratings for the 2010-2011 school year.

Grade 4    Grade 5    Grade 6    Grade 7    Grade 8

Reading

	✓	+	+	
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Mathematics

	✓	+	✓	
--	---	---	---	--

Note: Value-Added results are computed only for buildings that include students in grades 4 through 8.



Your school's Value-Added rating represents the progress your school has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved. Value-Added results are computed only for buildings that include sufficient testing data for students in any grade 4 through 8.

### Legend

- + = Above Expected Growth
- ✓ = Met Expected Growth
- = Below Expected Growth

# Adequate Yearly Progress (AYP)



Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient	AYP Determination by Indicator		
Percent Proficient	Reading	Met	Met	NR	Met	NR	NR	NR	NR	NR	NR	Reading Proficiency:	Met	
	Mathematics	Met	Met	NR	Met	NR	NR	NR	NR	NR	NR	Mathematics Proficiency:	Met	
Percent Tested	Reading	Met	Met	NR	Met	NR	NR	NR	NR	NR	NR	Reading Participation:	Met	
	Mathematics	Met	Met	NR	Met	NR	NR	NR	NR	NR	NR	Mathematics Participation:	Met	
Graduation Rate*		NA											Graduation Rate:	NA
Attendance Rate*		Met											Attendance Rate:	Met
AYP Determination by Subgroup		Met	Met	NR	Met	NR	NR	NR	NR	NR	NR	AYP Determination for Year School:	Met	

## Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

- For test indicators, AYP can be met in one of four ways:
- 1) meeting the AYP targets with current year results;
  - 2) meeting the AYP targets with two-year combined results;
  - 3) meeting the improvement requirements of Safe Harbor;
  - 4) meeting the AYP targets with projected results.

- For non-test indicators, AYP can be met in one of three ways:
- 1) meeting the AYP targets with current year results;
  - 2) meeting the AYP targets with two-year combined results;
  - 3) making improvement over the previous year.

\* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

<b>N/A</b>	Not applicable.
<b>NR</b>	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
<b>Met</b>	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
<b>Not Met</b>	This subgroup did not meet AYP for this indicator.

Adequate Yearly Progress (AYP) is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.

### 2009-2010 Graduation Rate Information

All Students	American Indian/ Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Econ. Disadvtd
-	-	-	-	-
Hispanic	Limited English Proficient	Multi-Racial	Students with Disabilities	White, non-Hispanic
-	-	-	-	-

The disaggregated graduation rates of your school are provided for informational purposes only and are not used for your AYP determination.

# State and Federally Required School Information

## Your School's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvantaged	Econ. Disadvantaged	Limited English Proficient	Female	Male
<b>Percentage of Students Scoring Limited</b>														
Reading	19.3	--	--	--	--	27.3	16.0	47.4	--	7.7	20.0	--	11.4	31.1
Writing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	20.5	--	--	--	--	27.3	17.2	52.6	--	7.7	21.7	--	15.8	28.4
Science	12.5	--	--	--	--	--	12.2	--	--	--	14.0	--	10.7	17.6
Social Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	--
<b>Percentage of Students Scoring Basic</b>														
Reading	21.1	--	--	--	--	18.2	20.1	26.3	--	7.7	21.7	--	18.4	24.3
Writing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	22.2	--	--	--	--	9.1	22.5	10.5	--	23.1	21.1	--	18.4	25.7
Science	47.5	--	--	--	--	--	46.3	--	--	--	46.5	--	35.7	64.7
Social Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	--
<b>Percentage of Students Scoring Proficient</b>														
Reading	37.4	--	--	--	--	9.1	40.2	5.3	--	38.5	36.6	--	41.2	29.7
Writing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	34.5	--	--	--	--	27.3	36.7	15.8	--	46.2	33.7	--	41.2	24.3
Science	20.0	--	--	--	--	--	22.0	--	--	--	20.9	--	25.0	11.8
Social Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	--
<b>Percentage of Students Scoring Accelerated</b>														
Reading	16.4	--	--	--	--	27.3	18.3	5.3	--	46.2	14.9	--	21.1	10.8
Writing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	14.0	--	--	--	--	27.3	16.6	0.0	--	7.7	15.4	--	15.8	13.5
Science	20.0	--	--	--	--	--	19.5	--	--	--	18.6	--	28.6	5.9
Social Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	--
<b>Percentage of Students Scoring Advanced</b>														
Reading	5.8	--	--	--	--	18.2	5.3	15.8	--	0.0	6.9	--	7.9	4.1
Writing	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	8.8	--	--	--	--	9.1	7.1	21.1	--	15.4	8.0	--	8.8	8.1
Science	0.0	--	--	--	--	--	0.0	--	--	--	0.0	--	0.0	0.0
Social Studies	--	--	--	--	--	--	--	--	--	--	--	--	--	--

## Your School's Students 2010-2011

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
243	90.8%	--	--	--	--	6.3%	92.2%	--	10.0%	--

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

--

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

## Federally Required School Teacher Information

Your Building's Poverty Status*: High Poverty	Your Building	State
Percentage of teachers with at least a Bachelor's Degree	100.0%	99.7%
Percentage of teachers with at least a Master's Degree	30.8%	63.0%
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	8.7%	0.9%
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	100.0%	99.0%
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	56.5%	0.3%

\*High poverty schools are those ranked in the top quartile based on the percentage of economically disadvantaged students. Low poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students.  
 -- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

# Determining Your School's Designation

Determining your school's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met		Performance Index		AYP Designation		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	Excellent or Effective
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	Effective or Continuous Improvement
0%-74.9%	or	0 to 89.9	and	Met	=	Continuous Improvement
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	Academic Watch
0%-30.9%	and	0 to 69.9	and	Not Met	=	Academic Emergency

The preliminary designation results from identifying the higher value between the percentage of indicators met by your school and your school's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are two ways in which AYP can affect the preliminary designation.

1. If a school meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If an Excellent or Effective school does not meet AYP for the same two (or more) subgroups for three consecutive years, its rating will be decreased to Effective or Continuous Improvement (respectively).

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the school's final designation.

1. If your school's designation either is increased or decreased due to AYP, Value-Added has no impact on the designation and the preliminary designation becomes the final designation.
2. If your school experiences above expected growth in the current year, your school's final designation will increase by one designation.
3. If your school experiences below expected growth for at least three consecutive years, your school's final designation will decrease by one designation.

Preliminary Designation		Value-Added Measure*	Final Designation
Excellent	and	Above expected growth for at least 2 consecutive years	Excellent with Distinction
		or	Effective
Effective	and	Above expected growth for at least 2 consecutive years	Excellent
		or	Continuous Improvement
Continuous Improvement	and	Above expected growth for at least 2 consecutive years	Effective
		or	Academic Watch
Academic Watch	and	Above expected growth for at least 2 consecutive years	Continuous Improvement
		or	Academic Emergency
Academic Emergency	and	Above expected growth for at least 2 consecutive years	Academic Watch
		or	Academic Emergency

\*In all other cases, Value-Added will have no impact on the designation and the preliminary designation will become the final designation.

## 2009-2010 Four-Year "On-Time" Graduation Rate Information

All Students	American Indian/ Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Econ. Disadvtdgd
-	-	--	-	-
Hispanic	Limited English Proficient	Multi-Racial	Students with Disabilities	White, non-Hispanic
-	-	-	-	--

In 2008, the U.S. Department of Education issued new regulations to require Ohio and all other states to transition to a new graduation rate formula that will provide more consistency in reporting and will allow for comparisons across states. The new formula, referred to as a "four-year, adjusted cohort graduation rate," includes only graduates who earn either a regular or honors diploma anytime within four years of when they first enter the 9th grade, which includes the summer immediately following their fourth year of high school.

The cohort (group) is created by following the progress of individual students from the time they enter high school. The group is adjusted to take into account students who transfer in or out any time over the four years. The graduation rate is calculated by taking the number of students who graduate in four years or less and dividing it by the number of students in the original list of 9th graders, adjusted to include students who move away or move into the school district.

Ohio is required to display the new graduation rate in 2011 to help familiarize the public with how it is created and compares to the existing rate. Beginning in 2012, this new rate will be the official graduation rate for Ohio and will be used for accountability purposes. Ohio also is required to display the new graduation rate by student group (as shown in the table on this page).

The data on this page is for the graduating Class of 2010. So that summer graduates can be included, Ohio lags its graduation rate by one year. Next year, the new formula (computed for the graduating Class of 2011) will be used in each school or district's AYP calculation and to determine if the school or district met the state indicator for graduation.

## The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent  
NAEP results, go to:

<http://education.ohio.gov>

and search for key word "NAEP"

Statement of Cash Flows for FY10  
Auditor of State of Ohio

KIPP JOURNEY ACADEMY  
FRANKLIN COUNTY

STATEMENT OF CASH FLOWS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2010

<b>Cash flows from operating activities:</b>	
Cash received for foundation payments	\$ 785,683
Cash received for fees	13,672
Cash payments for personal services	(782,338)
Cash payments purchased services	(710,785)
Cash payments for supplies and materials	(372,984)
<b>Net cash flows used for operating activities</b>	<u>(1,066,752)</u>
<b>Cash flows from noncapital financing activities</b>	
Donations	586,642
Federal & State grant monies received	627,239
<b>Net cash provided by noncapital financing activities</b>	<u>1,213,881</u>
<b>Cash flows from capital and related financing activities:</b>	
Acquisition of capital assets	(51,631)
Principal paid on capital lease	(2,145)
Interest paid on capital lease	(1,479)
<b>Net cash used by capital and related financing activities</b>	<u>(55,255)</u>
<b>Net increase in cash and cash equivalents</b>	91,874
<b>Cash and cash equivalents at beginning of year</b>	78,404
<b>Cash and cash equivalents at end of year</b>	<u>\$ 170,278</u>
<b>Reconciliation of operating loss to net cash used for operating activities:</b>	
Operating loss	\$ (1,145,999)
Adjustment to reconcile operating loss to net cash used for operations:	
Depreciation	41,505
Changes in assets and liabilities:	
Decrease in operating governmental receivables	8,970
Decrease in prepaid assets	663
Increase in operating accounts payable	36,684
Decrease in accrued liabilities	(8,575)
<b>Net cash used for operating activities</b>	<u>\$ (1,066,752)</u>
<b>Non cash contributions</b>	
Capital Assets Obtained Through Capital Lease	\$ 23,762
Leasehold improvements	<u>62,341</u>

The notes to the basic financial statements are an integral part of this statement.