

I. EXECUTIVE SUMMARY

a) **Mission Statement:**

The mission of KIPP NYC Washington Heights Academy (II) Charter School is to help our students develop the academic and character skills necessary to achieve success in high school and college, be self-sufficient in the competitive world and beyond, and build a better tomorrow for themselves and us all.

b) **Key Design Elements and Unique Characteristics**

KIPP NYC Washington Heights Academy (II) will be a Kindergarten (K) through 12th grade college preparatory school program that begins working proactively with its students in Community School District (CSD) 6 as they enter in Kindergarten or 5th grade. KIPP NYC Washington Heights Academy (II) will join the KIPP NYC network of four charter school programs currently operating in New York City: KIPP Academy (South Bronx; 1995), KIPP STAR Academy (Harlem; 2003), KIPP Infinity (Harlem; 2005) and KIPP AMP Academy (Crown Heights; 2005). Building off of the success that our four charter school programs have had in NYC over the course of the last fifteen years, KIPP is excited to expand and serve the Washington Heights community beginning in 2012. Not only are we planning to open KIPP NYC Washington Heights Academy (II) in 2012, but we are also submitting a second prospectus application to open KIPP NYC Washington Heights Academy (I) in CSD 6 in 2012 as well. Through this schedule, KIPP NYC will ensure that over 2,100 students in Washington Heights receive access to high quality instruction.

KIPP NYC Washington Heights Academy (II) will seek to change the structure, framework, and expectations of success in the community. The school will serve as a model in Washington Heights and the educational community at-large, of what students can accomplish when given the right educational opportunities that equip students to excel through extreme hard work and diligence. Outlined below are the three major design elements:

i. The Five KIPP Pillars

To achieve this goal and live up to our mission, each of the grades K-12 at KIPP NYC Washington Heights Academy (II) will incorporate the following Five KIPP Pillars:

- 1) *High Expectations* – Students in all grades will follow a rigorous academic and character development program that will have clearly defined and measureable high expectations.
- 2) *More Time on Task* – There are no shortcuts to success in academics and life. All students will participate in an extended school day, week and year; which is approximately 67% more time on focused instruction each year than their traditional public school peers.
- 3) *Focus on Results* – Using a wide variety of age and developmentally appropriate assessments, KIPP NYC Washington Heights Academy (II) will focus on student achievement throughout all grades.
- 4) *Power to Lead* – The principals of KIPP NYC Washington Heights Academy (II) and (I) will each maintain control over the essential elements of their respective budgets as well as their teachers and staff.
- 5) *Choice and Commitment* – Parents, students and teachers each sign the Commitment to Excellence form to affirm their choice to be a part of the KIPP Team and Family as their commitment to ensuring the success of the students and the school. Although the form is not required as a prerequisite for admission, it provides a solid foundation of expectations and cooperation for all staff, families and students.

ii. High Level of Instruction

KIPP NYC maintains a relentless focus on academics. Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement (Marzano, 2003). KIPP NYC Washington Heights Academy (II) will maintain this same commitment to rigorous classroom instruction as our other KIPP NYC schools.

Prospectus Application KIPP NYC Washington Heights Academy (II)

iii. Character Development

In addition to the Five KIPP Pillars and a relentless commitment to high quality instruction, KIPP NYC Washington Heights Academy (II) will also focus on character development. At KIPP NYC we believe that more than academic and intellectual skills alone are needed to maximize a student's potential in high school, college and the world beyond. Together, academics plus character has the power to transform lives and this is why character development is one of the core elements of our education philosophy. We are confident that KIPP NYC Washington Heights Academy (II) will significantly improve educational outcomes for students and place them on the right path to college.

c) Our Capacity to Launch, Oversee and Govern an Effective Charter School

i. Our 15th Successful Year

Now in our fifteenth year, KIPP NYC has been successfully operating KIPP schools in the South Bronx, Harlem and Crown Heights, Brooklyn. Each of our four existing KIPP NYC charter schools began by serving 5th-8th graders. All four middle schools have been outperforming their traditional public school counterparts annually, as measured by N.Y. State standardized tests in ELA and Math. Over the last seven years, 93% of KIPP NYC alumni graduated from high school and 87% of our KIPP NYC alumni have matriculated to college.

ii. Our Capacity to Expand

Recognizing the need for a K-12 continuum, in 2008, KIPP NYC opened two elementary school programs -- KIPP Academy elementary (2008; South Bronx) and KIPP Infinity elementary (2009; Harlem) with plans in place to open KIPP STAR elementary and KIPP AMP elementary in the coming years. In addition, KIPP NYC opened a co-located high school program that is now serving advancing 9th and 10th graders from our four KIPP NYC middle school programs. Eventually, each of our four charters will expand to serve students in grades K-12. As we open additional K-12 charters, we will use the best practices and lessons learned from across our schools.

This work will be spearheaded by David Levin, the Co-Founder of KIPP and Superintendent of KIPP NYC schools. He, along with our Executive Director of KIPP NYC programs, Quinton Vance, will oversee the launch of KIPP NYC Washington Heights Academy (II) and its sister school KIPP NYC Washington Heights Academy (I). David Levin and Quinton Vance, both former teachers and principals, have over twenty five years of collective educational and managerial experience. Their leadership and hands-on experience launching and operating new charter schools will help to ensure the success of KIPP NYC Washington Heights Academy (II) and (I).

In addition to their leadership and guidance, we have also invested significant resources into building the KIPP NYC Shared Services Team -- a team that handles finance, development, technology, operations, strategic planning, human resources and recruitment efforts on behalf of our KIPP NYC schools. This team will help to ensure that KIPP NYC Washington Heights Academy (II) and KIPP NYC Washington Heights Academy (I) staff can focus on the important work of providing top notch educational opportunities to its students.

iii. Our Capacity to Govern

Pursuant to Section 2853(b-1) of the New York State Charter Schools Act, we seek authorization to form a single education corporation to operate the two charters (KIPP NYC Washington Heights Academy (II) and KIPP NYC Washington Heights Academy (I)) for which we are applying. Under this structure, we anticipate that the education corporation, and its two constituent charter schools, will have a single governing board and function as a single, unified financial and operating entity. We look forward to working with the New York State Education Department and the New York City Department of Education to clarify the relevant features and characteristics of the consolidated entity.

In terms of composition, we will identify board of trustee members with strong backgrounds in law, financial management, real estate, community relations, and educational leadership.

Prospectus Application KIPP NYC Washington Heights Academy (II)

II. STUDENT POPULATION

a) Student Enrollment

KIPP NYC Washington Heights Academy (II) Charter School will open a Kindergarten in 2012, eventually growing to serve students in a K-12 continuum. Our plan is to open the middle school program in 2013 with an entering class of ninety 5th graders, while simultaneously growing the elementary school component. Below please find the projected student enrollment table for KIPP NYC Washington Heights Academy (II) under the five year charter period.

Grades	Projected Enrollment Table				
	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
K	100	100	100	100	100
1st		100	100	100	100
2nd			100	100	100
3rd				100	100
4th					100
5th		90	90	90	90
6th			84	84	84
7th				78	78
8th					73
9th					
10th					
11th					
12th					
Ungraded					
Totals	100	290	474	652	825

Ultimately KIPP NYC Washington Heights Academy (II) will grow to serve 1,050 students in grades K-12 by the 2021-22 school year.

b) Target Population

Washington Heights is a predominantly Hispanic/Latin American community with a high percentage of new immigrants, high poverty rates, and is a high risk area for students. A child in Washington Heights has a 2 in 5 chance of qualifying for ELL support, a 1 in 4 chance of living in a home with a single parent, and a 4 in 5 chance of being below the poverty line. With only 13% of Latino students from the district attending college¹, Washington Heights is in dire need of a school with the proven track record of KIPP NYC.

KIPP NYC Washington Heights Academy (II), like its KIPP NYC counterparts, will be committed to serving students who are most at-risk of being disenfranchised by educational institutions. KIPP NYC Washington Heights Academy (II) will be located in Community School District (CSD) 6. While the exact locations of our campuses are unknown at this time, we do have a sense of the population we will be serving, as well as an effective plan for outreach and recruitment. Additionally, we will utilize the same lottery and admission procedures that govern our existing KIPP NYC charter schools.

Building upon best practices, we will ensure that KIPP NYC Washington Heights Academy (II) effectively reaches out to at-risk students including English Language Learners and Special Needs students. Based on our current experience operating charter schools in the underserved neighborhoods of South Bronx, Harlem and Crown Heights Brooklyn, coupled with our understanding of the Washington Heights community, we anticipate that the student

¹ Center for Latin American, Caribbean & Latino Studies, CUNY Graduate Center

Prospectus Application KIPP NYC Washington Heights Academy (II)

population of KIPP NYC Washington Heights Academy (II) will be 100% African-American or Latino, over 85% of students will qualify for free or reduced priced lunch, and approximately 15% will be special education.

c) Student Lottery/Entry Plan

KIPP NYC Washington Heights Academy (II) will be a public school open to all New York students and a blind lottery will be held to fill open seats. The only information that will be needed to enter the KIPP NYC Washington Heights lottery will be the student's name and contact information. No test scores, grades, recommendations, or behavioral history will be taken into consideration.

In addition, as part of the lottery admission process, KIPP NYC Washington Heights Academy (II) will employ an at-risk admission criteria. This criterion will be defined by the applicant's free and reduced lunch status. All applicants will be asked to fill out the standard Free and Reduced meals application or submit a public assistance verification form to determine eligibility for incoming students at application. In advance of the lottery, all applicants will be categorized as eligible for free or reduced meals or not.

Preferences will then be applied as follows: 1) returning students; 2) siblings; 3) students residing within CSD 6 and free and reduced meals eligible; 4) students residing outside of CSD 6 and free and reduced meals eligible; 5) students residing within CSD 6 and not eligible for free and reduced meals; and 6) students residing outside of CSD 6 and not eligible for free and reduced meals.

Following the lottery in April, and upon a child's offer of placement into KIPP NYC Washington Heights Academy (II), the school will provide the parents with a written description of admission and enrollment policies and practices. KIPP NYC Washington Heights Academy (II) will conduct its admissions and lotteries in accordance with all applicable New York State Charter School Laws.

Until the first kindergarten class of the KIPP NYC Washington Heights Academy (II) elementary school program reaches fifth grade, KIPP NYC Washington Heights Academy (II) will conduct two simultaneous recruitment processes and lotteries, one for the KIPP NYC Washington Heights Academy (II) elementary school program, and one for the KIPP NYC Washington Heights Academy (II) middle school program, respectively. Historically, KIPP NYC schools have received over four applicants for every one spot. Because we anticipate opening two K-12 charter programs in CSD 6 in 2012, we will be able to provide more students with the opportunity to attend a KIPP charter school. Specifically, if both prospective charter applications are approved, KIPP NYC anticipates serving 1,000 K-4 students, 650 5th-8th graders, and 450 9th – 12th graders in Washington Heights by the 2021-22 school year.

d) Outreach and Recruitment Plan

In accordance with federal laws, no student will be denied admission to KIPP NYC Washington Heights Academy (II) based on race, ethnicity, national origin, gender, or disability. The school will be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and Section 2854(2) of the New York Education Law.

In January 2012, KIPP NYC Washington Heights Academy (II) will open registration to prospective students. KIPP NYC Washington Heights Academy (II) will be sure to let all families know that KIPP is open to all students, including those with IEP's or in need of ELL services, and that KIPP offers outstanding programs for all of its students. We will employ the same bilingual recruitment and outreach plans as our other KIPP NYC charter schools. These strategies include:

- Posting flyers and notices in local newspapers, supermarkets, communities of faith, community centers, and apartment complexes
- Holding Open Houses at public and private elementary schools, after-school programs and youth centers

Prospectus Application KIPP NYC Washington Heights Academy (II)

- Letting all families know that KIPP NYC Washington Heights Academy (II) is open to all students, including those with IEP's or in need of ELL services, and that KIPP NYC Washington Heights Academy (II) offers outstanding programs that provide additional support for all of its students.
- Visiting local organizations in surrounding neighborhoods
- Canvassing neighborhoods to further reach interested families

KIPP NYC Washington Heights Academy (II) will ensure that students are representative of the school's local community are recruited at both the elementary and middle school level. KIPP NYC Washington Heights Academy (II) will provide bilingual services on site through teachers and staff for all promotional materials and any person-to-person interaction requiring an English translation. In addition, parent(s) / guardian(s) will receive assistance in the completion of the school lottery application and forms in order to ensure that language or other barriers do not impede their ability to enter the lottery.

e) Our Capacity to Meet State and Federal Requirements Regarding Identification and Education of the Likely ELL/LEP population

KIPP NYC Washington Heights Academy (II) will treat English Language Learners (ELL) and Limited English Proficiency (LEP) students in accordance with all applicable Federal Laws and Regulations. ELL/LEP students will be given appropriate support based on their demonstration of a lack of familiarity with English. ELL/LEP students will not be assigned to classes for the disabled because of their language needs. Nor will ELL/LEP students be excluded from regular school activities because of their language needs.

KIPP NYC Washington Heights Academy (II) staff will be aware of the needs of students and families of limited English ability and these students will be given appropriate support based on their level of English fluency, not their grade level. For that reason, both bilingual and ESL services will be provided to all students in need of service. At KIPP NYC our experiences to date have proven to us that the best means of doing this is through immersion accompanied by push-in services. As such, "Language Buddies" and consultant teachers will be used to make sure our ELL students receive the support needed. In addition, all KIPP NYC Washington Heights Academy (II) teachers will receive the materials and the professional development necessary to effectively meet the needs of ELL students. Similarly, all KIPP NYC Washington Heights Academy (II) literature, announcements, communications to families and meetings will be in both English and Spanish.

In terms of ELL/LEP identification, during the registration process, KIPP NYC Washington Heights Academy (II) will provide all parents/guardians with the Home Language Identification Survey used by the NYC Department of Education. If any response on the survey includes a language other than English, the Language Assessment Battery (LAB-R) will be administered in order to determine ELL/LEP status. Teachers will also be responsible for observing each student throughout the class day with an eye towards detecting limited English proficiency. In addition, the school staff will review the incoming files of every student to see whether they were receiving bilingual or ELL services in their previous school. Through these measures, KIPP NYC Washington Heights Academy (II) will ensure that it successfully identifies students with limited English proficiency.

i. English Immersion Program and Professional Development Plans for Staff

In accordance with KIPP's philosophy that *there are no shortcuts to success in academics and life*, all ELL/LEP students will be expected to become proficient in the English language at a rapid pace. KIPP NYC believes that a structured English immersion program is the most helpful to ELL/LEP students in improving their abilities to master the language. LEP students will receive the same academic content as those who are native English speakers. Though all instruction will be in English, the level of English used for instruction – both oral and written -- will be modified appropriately for each ELL/LEP student. All teachers will receive professional development on communicating with students designated as Limited English Proficient (LEP) or English Language Learner (ELL), and in techniques for detecting whether a student has English language deficiencies. Within KIPP NYC Washington

Prospectus Application KIPP NYC Washington Heights Academy (II)

Heights Academy (II)'s proposed extended day schedule, there will be ample time that can be used for additional intensive English language instruction.

Not only will teachers receive training on techniques, methods, and strategies appropriate for instructional and support services, KIPP NYC Washington Heights Academy (II) will incorporate a professional development program to enhance staff appreciation for ELL students' native language and culture -- introducing techniques to improve staff communication with parents/guardians of ELL students. The program will also address research in second language learning, bilingual education theory and practice, and English as a Second Language method for teaching content areas.

KIPP NYC Washington Heights Academy (II) will directly provide, or make referrals to, appropriate support services that may be needed by ELL/LEP students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. Additionally, KIPP NYC Washington Heights Academy (II) will hire at least one full-time teacher who speaks the foreign language that is most common among its students, which will be Spanish.

ii. Evaluating ELLs and LEPs Progress

In the spring of each academic year, any student classified or receiving educational services as an ELL student who meets one or more of the following criteria, will be deemed to be no longer in need of ELL services:

- Score the minimum combined raw scores at the proficient level in both Listening & Speaking and Reading & Writing on the New York State English as a Second Language Achievement Test (NYSESLAT)
- Scores a level 3 (proficient) on the NYS ELA standardized exam
- Scores on or above grade level on the NWEA MAP reading exam

Additionally, the proficiency in the English language of a student identified as an ELL student will be measured annually to determine whether services are effective. KIPP NYC Washington Heights Academy (II) will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student fails to show appropriate progress in these academic areas, modifications to the instructional program may be made. In addition, the charter school will regularly evaluate the progress of its ELL students as a group using the NYSESLAT, the NYS ELA standardized test and the NWEA MAP exam, to determine if any broader programmatic modifications are necessary. The MAP assessment- described in greater detail in section III.d.- is administered three times a year. This assessment, along with interim assessments and weekly class assessment will provide teachers at KIPP NYC Washington Heights Academy (II) with the tools needed to continuously monitor students achievement of ELL/LEP students.

f) Our Capacity to Meet State and Federal Requirements Regarding the Identification and Education of Students with Disabilities

Over the course of the last fifteen years, KIPP NYC staff and schools have had significant experience identifying and educating students with disabilities. We provide targeted professional development to teachers across the KIPP NYC network on how to best meet the diverse learning needs of students with disabilities. We also encourage and provide opportunities for special educational coordinators from each school to meet on a regular basis to share best practices and resources. This professional development community, coupled with our in-house experience operating successful schools that meet the needs of all learners—will provide a strong foundation as our network expands to include two new K-12 charter schools in the years to come.

i. Our Methodology

Similar to the other schools in the KIPP NYC network, KIPP NYC Washington Heights Academy (II) will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990.

Prospectus Application KIPP NYC Washington Heights Academy (II)

KIPP NYC Washington Heights Academy (II) will be founded upon the premise that all students, regardless of family background, income, race, religion, sex, or health, can, and will, learn. This core belief also includes the realm of students with disabilities. To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), KIPP NYC Washington Heights Academy (II) will educate students with disabilities in the least restrictive environment, with their non-disabled peers. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. And to the maximum extent appropriate, students with disabilities will also be expected to participate in, and where appropriate receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students. Students with disabilities will receive all notices concerning school-sponsored programs, activities and services.

Specifically, KIPP NYC Washington Heights Academy (II) will provide the following support services to students with special needs

- Resource Room services
- Speech and Language Pathology (sometimes with bi-lingual specifications)
- Counseling
- Testing accommodations

ii. Special Education Identification Process

Once all students have been enrolled into KIPP NYC Washington Heights Academy (II), all prior school records -- including IEPs for all students -- will be obtained. School staff will then work with the NYC Public Schools' Committee on Special Education (CSE) to properly transition all identified students with disabilities to their new school. This action will include a meeting with the CSE and the parents of any student who has an IEP. The aim of this initial review will be to welcome all students to KIPP NYC Washington Heights Academy (II) and to discuss with the parents and the CSE how services will be provided to the student according to the IEP. In all instances, KIPP NYC Washington Heights Academy (II) will work with the CSE to ensure that all services recommended by the IEP allow the student to advance appropriately towards attaining annual goals, to become involved in the general curriculum, and to participate in extracurricular and other nonacademic activities in the least restrictive environment.

A team of teachers, including both regular education and special education instructors, will examine the remaining students without IEPs to identify any student who may need specialized services. Students who are preliminarily identified as students in need of specialized services will be observed closely in their regular classrooms during the first three weeks of school. Students without an IEP who continue to exhibit signs of having a disability beyond the initial three-week period will be referred to the CSE. All referrals will:

- state the reasons for the referral and include any test results, records or reports upon which the referral is based;
- describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and
- describe the extent of parental conduct or involvement prior to the referral.

Per federal Child Find requirements within IDEA, a copy of this referral, along with the procedural safeguards notices described in 34 CFR (Code of Federal Regulations) §300.504, will be sent to the student's parents/guardians.

The school will also hire staff as needed to meet its increasing special education needs as the school expands over the first four years, and as the ever-changing needs of the school's special education student population evolve. All professional development and training regarding the education of special education students will include, at a minimum, information on the referral process to the CSE, the development of the IEP, implementation of a student's IEP, evaluation of a student's progress towards meeting IEP goals, reporting requirements and discipline of students with disabilities. The school will also ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of

Prospectus Application KIPP NYC Washington Heights Academy (II)

regular education children. These progress reports will be provided during regularly scheduled parent/teacher conferences and report card distribution dates.

iii. Additional SPED Assurances:

KIPP NYC Washington Heights Academy (II) assures that:

- The school will employ, at a minimum, one properly certified individual as the school's special education coordinator, whose responsibilities, along with the school's social worker, will include: coordinating with CSE; providing information to CSE to determine if entering students have IEP; and working with CSE and school districts to ensure that all required special education and related services are being provided, and that all IEPs are appropriate in the context of the charter school setting. In the beginning of the school year, our social worker will be in communication with the school district on a weekly basis. While both the social worker and special education teacher will have other responsibilities, their schedules will definitely allow them to ensure the school's compliance with the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990.
- The school, and its special education teacher/coordinator, will, consistent with applicable law, work with school districts to ensure that all students with disabilities that qualify under the IDEA:
 - Have available a free appropriate public education (FAPE);
 - Are appropriately evaluated;
 - Are provided with an IEP;
 - Receive an appropriate education in the least restrictive environment;
 - Are involved in the development of and decisions regarding the IEP, along with their parents; and
 - Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.
- The school will abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act of 1974 in order to ensure that data regarding students with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access.
- The school's special education teacher / coordinator will retain such data and prepare such reports as are needed by each disabled child's school district of residence or the State Education Department in order to permit such entities to comply with federal law and regulations.
- The school, and its special education teacher / coordinator, will comply with its obligations under the Child Find requirements of IDEA, including 34CFR § 300.125, and will provide appropriate notification to parents in connection therewith, including notifying them prior to providing a child's name to a CSE for potential evaluation.
- The charter school will not convene its own CSE, make evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. The charter school understands that these responsibilities are left solely to the CSE of the student's district of residence. Such meetings held by the CSE will consist of representation by the school's special education coordinator and other appropriate staff.
- Appropriate charter school personnel (i.e. special education teacher/coordinator, teachers, counselor) will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the State University of New York, including those sponsored by the State Education Department.

III. SCHOOL DESIGN

KIPP NYC Washington Heights Academy (II) will be a K-12 college preparatory school program that works proactively with its students as they enter in Kindergarten and 5th grade. KIPP NYC Washington Heights Academy (II) will join the KIPP NYC network of four K-12 charters currently operating in New York City: KIPP Academy Charter School (South Bronx; 1995), KIPP STAR Academy (Harlem; 2003), KIPP Infinity Charter School (Harlem; 2005) and KIPP AMP Academy (Crown Heights; 2005). Not only are we planning to open KIPP NYC Washington Heights Academy (II) in 2012, but we are also submitting a second prospectus application to open KIPP NYC Washington Heights Academy (I) in CSD 6 in 2012 as well. Through this schedule, KIPP NYC will ensure that over 2,100 students in Washington Heights receive access to a high quality educational alternative at full growth.

KIPP NYC Washington Heights Academy (II) will serve as a model in Washington Heights and the educational community at-large, of what students can accomplish when given the right educational opportunities that equip students to excel through extreme hard work and diligence. Similar to our other KIPP NYC schools, KIPP NYC Washington Heights Academy (II) will emphasize its students' time on-task and encourage students and their families to view an intense academic commitment as the key to their futures. Each of the grades K-12 will incorporate the Five KIPP Pillars, as well as maintain a relentless focus on character development and academics.

a. Our Proven Ability to Increase Student Achievement and Decrease Student Achievement Gaps:

Over the course of the last fifteen years, KIPP NYC has been operating successful, high performing charter schools in the South Bronx, Harlem and Crown Heights Brooklyn. Beginning with KIPP Academy in District 7 in 1995, KIPP NYC has since expanded to serve over 1700 students and 795 KIPP NYC alumni. As the data below shows, KIPP NYC schools have been helping to decrease the student achievement gaps in reading/language arts and mathematics, providing our students with the academic and character skills necessary to climb the mountain to college.

i. 2008-09 KIPP NYC Middle School State Test Results Overview:

While our student achievement gains at the middle school level have been widely celebrated for the last fifteen years, below we provide a snap shot of KIPP NYC student achievement gains in 2008-09:

- On the N.Y. State Math exam, 95% of KIPP NYC students in grades 5-8 scored at or above proficiency in 2008-09. In English Language Arts, 83% of students in grades 5-8 scored at or above proficiency.
- All four KIPP NYC schools received an A or a B on the NYC Department of Education Progress Reports. KIPP Infinity, KIPP STAR, and KIPP Academy received straight "A"s on the NYC Dept. of Education Progress Reports. KIPP AMP earned a B.
- Out of our four charter schools, KIPP Academy was in the top 4% of all NYC public schools and KIPP Infinity was in the top 8%.

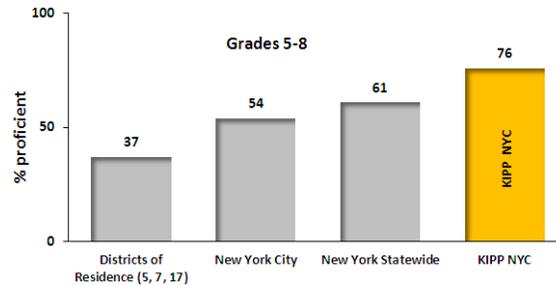
ii. 2009-10 KIPP NYC Middle School State Test Results:

As the graph below show, KIPP NYC middle school students outperformed their Districts of Residence (NYC Districts 5, 7, 17)² at all grade levels by an average of 39% points in Mathematics.³

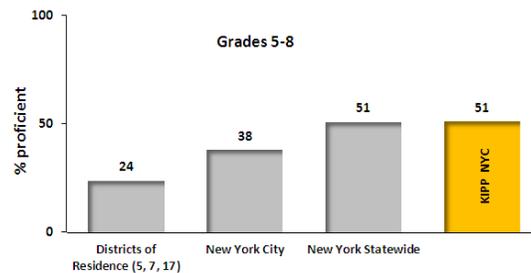
² Please note that District 5, 7 and 17 are Harlem, South Bronx and Crown Heights Brooklyn

³ The graphs also show a decrease over all in the number of students meeting or exceeding state standards in both ELA and Math in 2009-10 in comparison to 2008-09 scores. Part of this drop can be attributed to the fact that the State recently raised the cut score required to meet proficiency standards in ELA and Math. This drop in student achievement results were felt by all schools across the city and state, and our KIPP NYC schools still outperformed traditional public schools across the city.

Prospectus Application KIPP NYC Washington Heights Academy (II)



And in English/Language Arts, KIPP NYC middle school students outperformed their Districts of Residence (NYC Districts 5, 7, 17) at all grade levels by an average of 27% points.



iii. 2009-10 KIPP NYC High School Student Performance

Beginning in 2008, KIPP NYC opened its first co-located high school program: KIPP NYC College Prep. Serving advancing 9th graders from our four KIPP NYC middle schools, we have one year of student achievement data that we highlight below.

2008-09 9th Grade Regents Test results

	% above KIPP NYC goal of 75	% above New York State passing score of 65
Geometry	92	95
Integrated Algebra	87	97
Living Environment	67	91

iv. 2009-10 KIPP NYC Elementary Student Performance

Similar to our co-located high school program, KIPP NYC opened its first elementary school program in 2008 (KIPP Academy elementary program). Below we highlight the successes of our first Kindergarten class:

- 92% of our Kindergarten class tested at least one level above the standard Kindergarten end-of-year reading level
- 20% of the class reached our end-of-first grade reading goal

v. KIPP NYC Alumni Academic Achievement Results

KIPP NYC currently supports 795 KIPP NYC alumni. While there are a variety of measures we can point to that demonstrate the impact of our program, below are two highlights:

- Over the last seven years, 93% of KIPP NYC alumni graduated from high school. By comparison, 46% of African American and Hispanic students across New York City graduated from high school during 2005-08.

Prospectus Application KIPP NYC Washington Heights Academy (II)

- 87% of KIPP NYC alumni have matriculated to college. By comparison, 21% of African American and Hispanic male high school graduates attend college in New York State; 36% of all low-income New Yorkers ages 18-24 matriculated to college during 2003-08.

Thus, as the data above shows, KIPP NYC students have been achieving at high levels and have been finding success in college and beyond. We will build off of this success as we grow to serve more students in the coming years in the Washington Heights community.

b. Our Commitment to Increase High School Graduation Rates and Success in College

KIPP NYC has been serving middle school students for fifteen years, focusing exclusively on grades 5th-8th until 2008, when the network began its expansion efforts to create a K-12 continuum. Not only is our co-located KIPP NYC College Prep high school program (founded in 2008) effectively educating KIPPsters from across our four middle schools, but it is also helping to prepare our students for rigorous post-secondary options. (Please see section III.a. outlining our high school student performance on the 2008-09 Regents Exams).

As our two KIPP NYC Washington Heights Academies grow to serve high school aged- students—the schools will benefit from the best practices and lessons learned that will be accumulated and shared by staff at KIPP NYC College Prep. We anticipate that we will be able to continue to increase high school graduation rates and provide students in the Washington Heights community with the academics and character needed to be successful in college and beyond.

i. KIPP NYC College Prep High School Program and KTC

As KIPP NYC Washington Heights Academy (II) grows to serve high school students, our plan is to build off of the best practices and lessons learned from operating KIPP NYC College Prep. By 2018, when the first KIPP NYC Washington Heights Academy (II) student reaches 9th grade, KIPP NYC College Prep will have been operating for over nine years. This level of experience running a high school program will help to ensure that Washington Heights Academy students receive a top notch high school education, including support services such as after school tutoring and academic remediation. Like our existing KIPP NYC College Prep high school program, KIPP NYC Washington Heights Academy (II) will also provide a summer credit recovery program, providing any students failing to master coursework during the year, the opportunity to make up credits during the summer. Through strategies like these, KIPP NYC Washington Heights Academy (II) will offer its high school students a robust high school experience, helping to pave the way to and through college.

In addition to our experience launching and running a successful high school program, KIPP NYC has also built an important KIPP NYC alumni support program known as KIPP Through College (KTC). KTC provides five core services: High School and College Placement, Academic Support, Career Services, Student and Family Counseling, and Enrichment Programming. The starting point for these services is relationships. KTC advisors connect with our alumni at least monthly and visit at least 75% of our high school students on campus each year. We will continue to expand our KTC program to keep pace with our growing alumni needs, ensuring that our KIPP NYC Washington Heights alumni receive the supports they need to graduate from high school and college.

c. Focus on Academic Achievement of Middle School Student Populations:

Since KIPP NYC's inception in 1995, every KIPP school has been founded on three key design elements. These three components, which are described below, will be employed by KIPP NYC Washington Heights Academy (II). At the middle school level, these three components have proven to effectively close the achievement gap, effectively preparing students for their transition to high school and college.

i. Component #1: The Five Pillars

- 1) *High Expectations* – Students in all grades will follow a rigorous academic and character development program that will have clearly defined and measureable high expectations.

Prospectus Application KIPP NYC Washington Heights Academy (II)

- 2) *More Time on Task* – There are no shortcuts to success in academics and life. Students in grades K-12 will all participate in an extended school day, week and year. While the daily schedules may vary according to a given grade level, students will spend approximately 67% more time on focused instruction each year than their traditional public school peers.
- 3) *Focus on Results* – Using a wide variety of age and developmentally appropriate assessments, KIPP NYC Washington Heights Academy (II) will focus on student achievement throughout all grades.
- 4) *Power to Lead* – The principals of KIPP NYC Washington Heights Academy (II) and (I) will each maintain control over the essential elements of their respective budgets as well as their teachers and staff.
- 5) *Choice and Commitment* – Parents, students and teachers each sign the Commitment to Excellence form to affirm their choice to be a part of the KIPP Team and Family as their commitment to ensuring the success of the students and the school. Although the form is not required as a prerequisite for admission, it provides a solid foundation of expectations and cooperation for all staff, families and students.

ii. Component #2: High-Quality Instruction

In addition to the Five Pillars, KIPP NYC maintains a relentless focus on academics. Instruction is the core activity of all schools: public, private, elementary, secondary and post-secondary. Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement (Marzano, 2003). Experience across KIPP schools has indicated that high quality instruction consists of two components: **What** is taught and **how** it is taught.

- **What is Taught**

The content of the educational program at KIPP NYC Washington Heights Academy (II) will be driven by the two learning goals included in the school's mission: academic and character skills. Academic and intellectual skills taught are:

- 1) Calculate accurately
- 2) Read fluently
- 3) Write effectively
- 4) Comprehend fundamental knowledge
- 5) Think critically
- 6) Apply academic skills to solve complex problems
- 7) Analyze, synthesize and evaluate information
- 8) Perform high-level conceptual tasks.

Research from E.D. Hirsch confirms what the experiences of KIPP schools nationally have proven: the development of intellectual skills is possible only after a solid base of fundamental academic skills and knowledge is attained (E.D. Hirsch, 1996). This focus on fundamentals is especially important in New York City where historically failing 5th, 6th, 7th, and 8th grade standardized math and reading test scores suggest that students have poor mastery of these fundamental academic skills and knowledge.

Building off of the KIPP NYC instructional materials, KIPP Washington Heights Academy 5th-8th grade math curriculum will provide an excellent example of the importance of fundamentals. A student must know the multiplication tables in order to effectively solve more complex word problems. Thus, the 5th grade math curriculum is focused on developing these fundamental math skills. A solid base of fundamental skills taught in the 5th and 6th grade allows 8th grade students to pass the NYC High School Graduation Math A Regents exam. Similarly at the elementary level, KIPP NYC Washington Heights Academy (II) will focus on the fundamentals, ensuring that after five years of instruction in K-4, students are prepared for rigorous instruction at the middle school level. At the high school level, students will take courses that give them the opportunity to graduate with a Regents Diploma.

Prospectus Application KIPP NYC Washington Heights Academy (II)

Developing intellectual skills in our students will be a key component of KIPP NYC Washington Heights Academy (II)'s mission. In accordance with findings from Benjamin Bloom's "Taxonomy of Educational Objectives," as the fundamental academic skills are known and comprehended, students will be increasingly required to apply their skills and knowledge to new situations, as well as analyze, synthesize and evaluate the information they are learning (B.S. Bloom, 1956). To ensure that our students develop the necessary intellectual skills, our curriculum will push students to extend their fundamental academic skills and knowledge into exploring more complex and abstract concepts.

- **How it is Taught**

KIPP NYC Washington Heights Academy (II) staff will understand that high quality instruction is a result of proper planning, varied instruction techniques, and methods that are relevant to students. KIPP NYC Washington Heights Academy (II)'s approach to high quality instruction is threefold:

- 1) **Quality Instruction is Meticulously Planned**

Teachers at KIPP NYC Washington Heights Academy (II) will be required to plan lessons using a common lesson plan format which includes the following components: the lesson's aim, a review activity, motivation/purpose for the lesson, key vocabulary/rules/facts/ideas that the students must learn, questions that the teacher does not want to forget to ask, 2 to 3 teacher-guided activities, 2 independent activities, criteria for lesson evaluation and assigned homework. In addition to a common lesson plan format, teachers at KIPP NYC Washington Heights Academy (II) will have access to a repository of KIPP curriculum, collected and populated from all 99 KIPP schools throughout the US. This repository contains lesson plans, activities, homework and presentations, and is accessible by all KIPP teachers.

- 2) **Quality Instruction is Varied Instruction**

Students process material in a variety of learning styles. Lesson plans will incorporate auditory, visual and kinesthetic activities in order to meet the varying individual needs of all students. KIPP NYC Washington Heights Academy (II) will strive to incorporate the various learning modalities and Howard Gardner's multiple intelligences in every lesson. Strategies include:

- Direct whole-class instruction;
- Indirect whole-class instruction;
- Teacher-directed small group instruction;
- One-on-one teacher instruction;
- Cooperative learning;
- Peer tutoring;
- Computer activities;
- Educational and motivational field lessons;
- Multi-sensory instruction such as raps, songs, chants, and dances;
- Phonetic-based instruction;
- Whole-language instruction;
- Project-based learning; and
- Discovery learning.

- 3) **Quality Instruction that is Relevant to the Students**

Teachers will take into consideration the interests and cultural backgrounds of our students in an effort to make all instruction R.I.P.E.: Rellevant, Inclusive, Purposeful and Exciting (D.S. Ganapol, 2003).

Prospectus Application KIPP NYC Washington Heights Academy (II)

iii. Component #3: Character Development

More than academic and intellectual skills alone are needed to maximize a student's potential in high school, college and the world beyond. Our experience has taught us that academics without character is useless; students will have the skills but lack the motivation to use them. Together, they have the power to transform lives and that is why character development is one of the core elements of our education philosophy.

Put differently, high quality instruction is not possible if student behavior is not of an equally high quality as well. An orderly classroom is a prerequisite for an effective lesson. A large factor in KIPP's academic success has been the absolute clarity of expectations and the implementation of a consistent and fair student management system that reinforces positive student behavior.

- **Character Skills**

According to Howard Gardner, defining and creating an effective character development program depends on "clarity and common vision." (Gardner, 1999). Our school will create this clarity and common vision by basing our character skills development program around the KIPP Credo: *If there is a problem we look for a solution, if there is a better way we try to find it, if we need help we ask, and if a teammate needs help we give.* The KIPP Commitment to Excellence Form also outlines many of the expectations that all KIPP students will be expected to maintain.

Common slogans will be posted and reinforced throughout the school and the classrooms such as: "There are No Shortcuts," "Work Hard, Be Nice," "Team Always Beats Individual," "Be Honest," "Self-Control," and "All of Us Will Learn." In addition, there will be a clear and common set of behavior norms such as "SLANTing" in class at all times (Sit up straight, Listen, Ask and answer questions, Nod your head if you understand, and Track the speaker), positive body language and uniforms. School wide culture does not stop in the classroom; it extends to the hallways and outside of the school.

- **Rigorous and Fair Student Management Systems**

At the middle school level, KIPP NYC Washington Heights Academy (II) will implement several school-wide and classroom management systems, the most pervasive of which is a system called "Paychecks." This school-wide system is modeled directly from one successfully implemented at KIPP Academy, in the Bronx. Paychecks will be a weekly point system used to measure students' social and academic skills at the middle school level. Based upon daily teacher comments on their paychecks, students are awarded 0-5 "KIPP Dollars" in categories ranging from attendance and homework to being a good teammate and extra effort.

The KIPP Dollars (K\$) earned in each category are tallied on Fridays, and brought home to be signed by the parents/guardians and returned back to school on Monday. KIPP dollars are not real money. The term "dollar" is used to remind the students that the points are valuable. While students can earn up to K\$50 each week, a minimum of K\$35 on their Paycheck tells a parent that the student is meeting the minimum behavioral standards required by the school. A student's yearly Paycheck average will also be used to determine if s/he earns the end of the year trip to Washington, D.C. for 5th graders, to Utah for 6th graders, Boston for 7th graders, and California for 8th grade.

Thus, by ensuring a rigorous academic instruction, as well as a comprehensive character development program, KIPP NYC Washington Heights Academy (II) will build off of the successful practices of our other KIPP NYC schools and ensure that its middle school students transition to high school and graduate from college.

- d. **Our Use of a Variety of High-Quality Assessments to Measure Understanding and Critical Application of Concepts:**

KIPP NYC Washington Heights Academy (II) will administer the same standardized exams in reading and math that are administered by NYC public schools in grades K-12. Results from these exams will be used as a comparative measure with NYC public school students and schools. In addition to NY State assessments, as a value added

Prospectus Application KIPP NYC Washington Heights Academy (II)

measure, the Measure of Academic Progress (MAP) assessment will be used at the elementary and middle school level. This computer based adaptive assessment provides teachers with real time data that highlights each student's strengths and areas of growth in Math and English. At the beginning of each academic year, all incoming students in K-8th grade will be tested in order to determine their baseline performance level. Students will be tested an additional two times in the year in order to measure the academic gains achieved throughout the year. This will enable a value-added assessment comparison to be made for spring to spring and across each semester.

In addition to the MAP and the NY State assessments, KIPP NYC has also been investing significant resources and staff time into the development of common interim assessments. These teacher designed assessments, tied to common scopes and sequences—are helping to ensure the effectiveness of instruction across our network. To supplement the interim assessments teachers utilize an array of weekly and daily quizzes. These interim and weekly assessments help to highlight where students are failing to meet state learning standards and in turn, inform ongoing instruction. These assessments will be used by teachers at KIPP NYC Washington Heights Academy (II). This will help to ensure that they have the resources needed to continuously diagnose and monitor student achievement in the core content areas.

e. Our Implementation of Local Instructional Improvement Systems to Improve Instructional Practice, Decision-Making and Effectiveness:

KIPP NYC recognizes the importance of collecting and using real time student data to inform instructional practice and overall school effectiveness and decision-making. For this reason, KIPP NYC recently invested in a technology-based data portal where results from various student assessments and tests are available to teachers in real time. This data system takes the various student assessment inputs (such as common interim assessments, NY state exams) and enables teachers, deans of teaching and learning, and principals to drill down into student achievement data immediately after the tests have been graded. For example, if a 5th grade teacher at KIPP Infinity wants to see what percentage of students mastered one particular concept in Math, she can use the data portal to see what percentage of her students with IEPs correctly answered the question versus students without an IEP. She can also compare how students at KIPP AMP fared on the same question. This same teacher can then use this information to re-teach certain topics in order to ensure student mastery.

Over the course of the next six months a variety of other assessments and inputs, including our KIPP Healthy Teacher survey and the 2010 NY state exam results, will be entered into the portal. Once this occurs, teachers will be able to see a variety of student trend data and use this information to make adjustments to their curriculum units and lessons plans for the coming year. Similarly, principals are using the portal to help evaluate teacher performance and make adjustments to school-based professional development plans.

In addition to the data portal, KIPP NYC has invested significant resources into its Teaching and Learning Team. This Teaching and Learning team-- comprised of former principals and educators, works with principals, deans of teaching and learning, and teachers to unpack KIPP NYC student achievement data and use this information to improve student learning outcomes. Whether through professional development, embedded coaching or curriculum and lesson plan development and support, KIPP NYC understands the importance of using data to guide instruction and decision-making. KIPP NYC's Teaching and Learning team will help teachers at KIPP NYC Washington Heights Academy (II) analyze and utilize their assessment data to ensure all students master core subjects.

f. Our Partnership With Low-Performing, Local Schools to Share Best Practices

Sharing best practices is important to KIPP NYC. Each one of our charter schools currently has an open door policy where any teacher or visitor is welcomed to observe classes and take a tour of the school. During these observations, we also provide visitors with a wealth of teaching resources and materials that they can incorporate into daily instruction.

This open door policy is not insignificant. Each year, KIPP NYC schools receive thousands of visitors from across the city, state and world. By sharing sample lesson plans and other materials, we believe we have been helping

Prospectus Application KIPP NYC Washington Heights Academy (II)

educators at low-performing schools learn from our best practices. KIPP NYC Washington Heights Academy (II) will employ the same open-door policy, welcoming visitors in Washington Heights, and beyond, to visit the school.

In addition to the open door policy, KIPP, in partnership with Uncommon Schools and Achievement First, has developed The Teacher U master's program based out of Hunter College. Teacher U was founded by the three organizations in the belief that great teaching can be taught. Participants are taught by master teachers, including KIPP Co-Founder and Superintendent of KIPP NYC schools David Levin, and are provided the tools to become masters themselves. This is another way that we will continue to share best practices and help the next generation of teachers develop the tools they need to be successful educators—whether at a KIPP school, another charter school, or a traditional public school.

g. Our Ability to Overcome Start-up Challenges

As we have stated throughout this application, KIPP has been operating successful charter school for fifteen years, not only in New York City, but across the nation. KIPP NYC is part of a national network of 99 charter schools, which is growing annually. Not only have we been operating four successful middle school programs in NYC, but recently KIPP NYC began serving elementary and high school students. This experience launching and operating successful elementary and high school programs will provide KIPP NYC Washington Heights Academy (II) with important lessons learned and best practices that will help the school overcome start-up challenges.

Like our other KIPP NYC schools, KIPP NYC Washington Heights Academy (II) will be supported by our highly effective Shared Services Team (SST). SST is comprised of specialists in operations, finance, development, recruitment, human resources, technology and teaching and learning. SST will provide KIPP NYC Washington Heights Academy (II) with the hands-on support it needs to effectively plan, launch and operate the school.

In addition to the day-to-day support of the Shared Services Team, this work will be spearheaded by David Levin, the Co-Founder of KIPP and Superintendent of KIPP NYC schools. He, along with our Executive Director of KIPP NYC programs, Quinton Vance, will oversee the launch of KIPP NYC Washington Heights Academy (II) and its sister school, KIPP NYC Washington Heights Academy (I). David Levin and Quinton Vance, both former teachers and principals, have over twenty five years of collective educational and managerial experience. Their leadership and hands-on experience launching and operating new charter schools will help to ensure the success of KIPP NYC Washington Heights Academy (II) and (I).

While the founding leader has not yet been identified, KIPP NYC will identify the leader of KIPP NYC Washington Heights Academy (II) through the KIPP School Leadership Program (KSLP). This program is designed to identify, train and prepare future KIPP leaders through a 1-2 year residency. We already have multiple candidates in the KSLP pipeline, and we anticipate identifying a leader by May 2011.

In terms of our financial capacity to successfully operate KIPP NYC Washington Heights Academy (II) and KIPP NYC Washington Heights Academy (I), KIPP NYC's Development Team will seek funding from external sources such as the Robin Hood Foundation, the Walton Family Foundation, the Achelis Foundation, the Louis Calder Foundation, the Bodman Foundation, the Charles Hayden Foundation, and the Starr Foundation. Each of these foundations have provided KIPP NYC with start-up money in the past. Additionally, the School will also actively pursue competitive public grant funds through State and Federal funding sources.

h. Our Support of the School District of Location and Our Intent to Establish an On-going Relationship:

We have submitted our letter of intent to the NYC Department of Education outlining our desires to open two new K-12 charter school programs in Washington Heights, CSD 6. The NYC Department of Education will invite all applicants in New York City to interview and following these interviews, the NYC Department of Education will make formal recommendations to SED indicating their support for various applications. While we hope the NYC Department of Education will support our two prospective applications, we do feel that KIPP NYC has had a good working relationship with the NYC Department of Education for the last fifteen years. They have been the authorizers

Prospectus Application KIPP NYC Washington Heights Academy (II)

of three of KIPP NYC's four K-12 charter schools: KIPP Academy, KIPP Infinity and KIPP AMP, and all three charters received five year renewals in 2010.

KIPP NYC Washington Heights Academy (II) assures that it will maintain an active and strong relationship with the CSD 6 leaders and staff. We recognize the importance of continual outreach and communication between KIPP NYC Washington Heights Academy (II) staff and CSD 6 educational leaders. We intend to include letters of support from CSD 6 leaders as part of our full application.

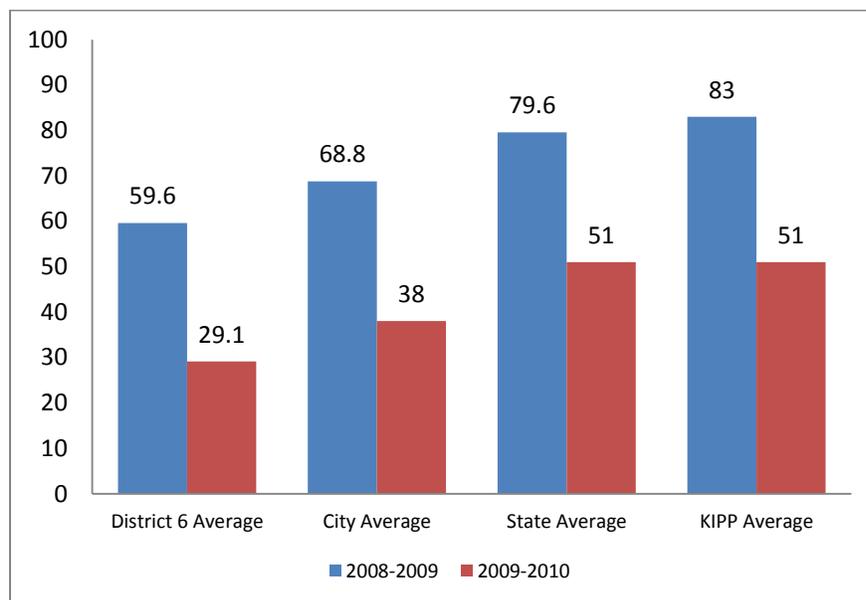
i. Our Ability to Provide Access to Viable Education Alternatives to Students in Regions Where There are a Lack of Alternatives:

Washington Heights, located in Upper Manhattan, is a predominantly Hispanic/Latin American community with a high percentage of new immigrants, and high poverty rates. Out of the 25,780 students who attend a public school in CSD 6, 80% qualify for free/reduced lunch, 41.5% are ELLs and 12.9% are special education students. Additionally, students attending these traditional public schools are predominately Latino and African American as evidenced by the fact that 87% of students were identified as Hispanic, 7% Black, and 6% Asian, American Indian, White or Other.

According to statistics from the NYC Department of Education, a child in Washington Heights has a 2 in 5 chance of qualifying for ELL support, a 1 in 4 chance of living in a home with a single parent, and a 4 in 5 chance of being below the poverty line. With only 13% of Latino students from the district attending college⁴, far too many students are falling between the educational cracks.

In terms of academic achievement on state assessments, data from the NYC Department of Education indicates that students in CSD 6 are lagging behind their peers. As the table below indicates, students in CSD 6 have been falling behind their peers in English Language Arts and Math, as measured by their performance on NY state exams.

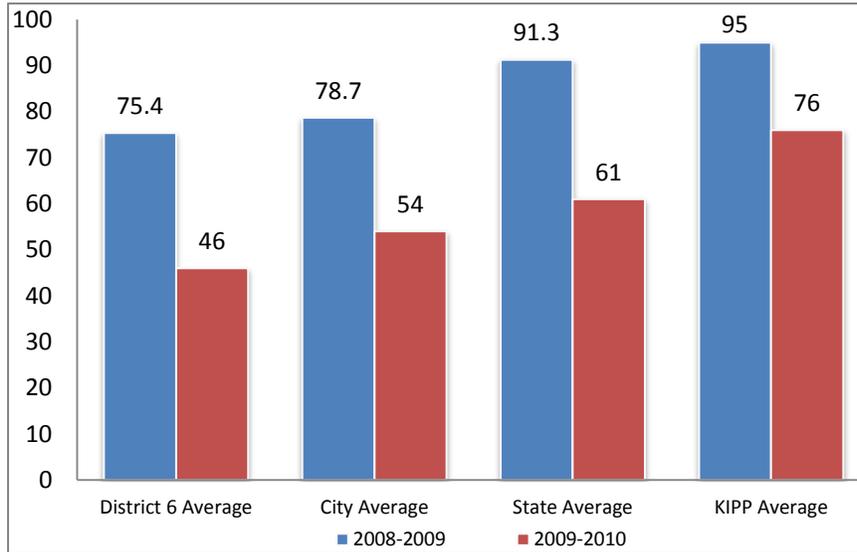
CSD 6: Math NYS Performance in 2008-09 & 2009-10:



⁴ Center for Latin American, Caribbean & Latino Studies, CUNY Graduate Center

Prospectus Application KIPP NYC Washington Heights Academy (II)

CSD 6: ELA NYS Exam Performance 2008-09 & 2009-10:



As the data above shows, for the last two years, KIPP NYC schools have been outperforming traditional public schools across the city, state and CSD 6 on state administered assessments.⁵

Building off the successes and effective educational model of KIPP NYC schools, KIPP NYC Washington Heights Academy (II) will serve as a viable education alternative for students in the Washington Heights community. We believe that in an area of New York City with high poverty and low educational attainment, a school with the proven track record of KIPP NYC would thrive.

This is evidenced by the fact that over the last fifteen years, we have seen the increasing demand from families interested in attending KIPP NYC schools. In fact, across the KIPP NYC network, we have already received 1,350 applications for an estimated 630 seats. Just one month into the 2011-12 lottery cycle we have already received over 2 applicants for every 1 available seat. Based on previous trends, we expect this differential to increase to at least 4 applicants for every 1 available seat by the end of the lottery period. We anticipate similar demand in CSD 6, a district that neighbors CSD 5 where KIPP STAR and KIPP Infinity are located. Families across the city want a high performing alternative to traditional public schools, and with 93% of our KIPP NYC alumni matriculating to college, we believe KIPP NYC Washington Heights (II) can be such an alternative.

⁵ The only exception to this was in 2009-10 when KIPP NYC school students performed at the same average level in Math as the students across the state (at 51% meeting or exceeding the standard).