



STORIES BEHIND THE NUMBERS

2013 KIPP DELTA PUBLIC SCHOOLS ANNUAL REPORT



OUR NUMBERS

KIPP Delta Public Schools is a growing network of KIPP charter schools offering a free, college-preparatory education to children in the Arkansas Delta. We serve nearly 1,200 students across four schools in Helena and Blytheville, Arkansas. Our vision is to create a paradigm shift in the Delta by establishing centers of academic excellence that will compete with the top educational programs in the country.

KIPP ACROSS THE NATION

50,000+

TOTAL KIPP STUDENTS SERVED

141

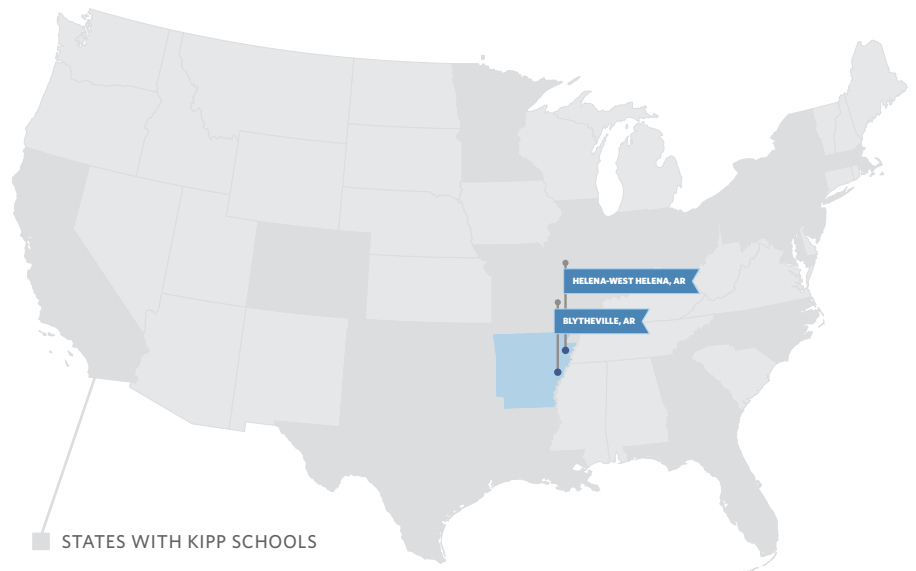
TOTAL KIPP SCHOOLS

24

REGIONS

37+

COMMUNITIES/CITIES



OUR SCHOOLS

KIPP Delta Elementary Literacy Academy

(PRE-K - GRADE 4)

416 STUDENTS*

Helena-West Helena, AR

KIPP Delta College Preparatory School

(GRADES 5-8)

291 STUDENTS*

Helena-West Helena, AR

KIPP Delta Collegiate High School

(GRADES 9-12)

214 STUDENTS*

Helena-West Helena, AR

KIPP Blytheville College Preparatory School

(GRADES 4-8)

269 STUDENTS*

Blytheville, AR

**Enrollment numbers for the 2013-2014 school year.*

The mission of KIPP Delta Public Schools is to create and support schools that empower students from underserved communities to develop the knowledge, skills, and character traits necessary to pursue a college education and a life of value, joy, and integrity.



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My name is Tyra Knowlton. While there are many numbers associated with me – my ACT score, my MAP growth score – **I am NOT just a number.** I am KIPP Delta Public Schools.

My time with KIPP has been amazing. This school is not perfect; yet, what school is? Yes, there are always things that can be improved, but what I have experienced with KIPP has been wonderful. I am receiving a proper education, I have learned things about myself, and I have grown as a person. As I said, things have not always been the best; nonetheless, I can say that, overall, my time with KIPP has unquestionably been life-changing.

My mother enrolled me in KIPP so that I could receive a better education; indeed, my whole family felt KIPP would be better for me. When I entered KIPP in the fifth grade, I did not have a very good experience; however, this is only because I was not comfortable with the rules and amount of work that was given to me daily. It took me a while to get accustomed to everything. However, by the time I entered high school, my perception of KIPP had taken a turn for the better, and I began to understand why being at KIPP was so much better for me. Before entering KIPP, I had never thought about where I would be after finishing high school. For that matter, college – at no time – crossed my mind. Not in any way did I realize how capable I was, for I had never been pushed so much by teachers.

Through the years, some of my peers have made the decision to leave; yet, I choose to stay. I stay with KIPP because it will provide me with the best education and give me all the attention I need. This school has brought out so many positive things in me, helped me recognize my own potential, and has provided me with so many opportunities. It takes much hard work and dedication to keep up with KIPP and all of the work that I am required to do, but I do not regret my decision to stay. I see myself being successful at whatever I do in the future. I know that with all the knowledge I have built at KIPP, I will be something fantastic – no matter what that may be. KIPP has prepared me to fearlessly embrace the real world on my own.

No, growing up in our Delta is not easy. There are not many opportunities here, but instead of complaining about the lack of possibilities that are here, I push and am pushed to go on to college and graduate college. My dream is to have complete success, and with the help of KIPP, I have no doubt that this dream will become a reality. Behold, I, Tyra La’Nae Knowlton, am KIPP Delta Public Schools.

MAISIE WRIGHT, BCPS School Director

I believe that all students deserve a choice for a high-quality education. This is what first brought me to KIPP over seven years ago, and this is what keeps me dedicated to our mission and our students today. After teaching at KIPP Delta in Helena for three years, I was given the power to lead and opened a KIPP Delta middle school in Blytheville. The guidance and education that I received through the Fisher Family Fellowship helped me to design, found, and lead KIPP Blytheville College Preparatory School. By having autonomy over our school, I'm able to make all decisions with the best interest of our students in mind.

I know that hard work and more time has paid off for many of our students and will continue to have an impact long into the future. With a longer day, extended year, and monthly weekend field lessons, KIPPsters spend between 25% and 35% more time in school than their peers at traditional public schools. This extra time allows us to have 90 minutes of each core subject every day, in addition to small group reading intervention, art and music electives, career orientation classes, physical education, and weekly celebrations of achievement.

What I love about KIPP is that I am surrounded by students, families, and staff members who are all committed to doing high quality work and committed to working for a better tomorrow. When a student enrolls at KIPP, the first step is a commitment meeting with one of their teachers. At this meeting, the teacher, the student, and their family read through and sign a

Commitment to Excellence. This commitment boils down to one promise: we will do whatever it takes to help you climb the mountain to and through college.

We confirm this commitment by holding all students to the same high expectations that will allow them to climb the steep mountain to college graduation. If a student does not understand their homework, they are expected to call their teacher and ask questions. We believe that we cannot take shortcuts and we cannot make excuses if we want to achieve greatness. We also know that there are no limits to the potential that we can achieve.

With an unwavering focus on results, we are able to consistently track where our students are and compare it to where they need to be. Students as young as third grade can look at their score on our norm-referenced exams and project what their ACT score will be in high school, if one year of growth continues to be made each school year. This tangible data is what drives the daily instruction of our teachers.

These Five Pillars are not always easy to uphold, but our team at KIPP Delta knows that they help ensure a life of value, joy, and integrity for our students. Our team remains strong because of a deep love for our students and a belief that even on hard days, KIPP is the place for ALL of US.

THE FIVE PILLARS

KIPP Delta's approach to preparing all of our students for college and the world beyond is based on KIPP's five pillars. These core principles are followed by KIPP regions across the United States.



HIGH EXPECTATIONS

Our schools create a culture of achievement and support that makes no excuses based on a student's background or prior academic performance.



CHOICE & COMMITMENT

Parents, teachers, students, and administrators all choose to be a part of the KIPP program and commit to doing whatever it takes to help students succeed.



MORE TIME

Our extended school day and year provides roughly 40 percent more time for learning the core subjects as well as for extracurricular programs.



POWER TO LEAD

Our leaders are inspirational educators who have control over their school budgets and personnel, allowing them maximum effectiveness in helping students learn.



FOCUS ON RESULTS

We are constantly monitoring student achievement on standardized tests and other metrics to ensure that our students are prepared for high school, college, and life.



“ I believe that **all students** deserve a choice for a high-quality education.”

THE SEVEN CHARACTER STRENGTHS

KIPP's longstanding motto — "Work hard. Be nice." — isn't just a tagline. Since our founding, the development of character has been as important to us as the rigorous teaching of academic skills. Today we are especially focused on seven highly predictive strengths: zest, grit, self-control, optimism, gratitude, social intelligence, and curiosity.



GRIT

- Tries very hard even after experiencing failure
- Works independently with focus



ZEST

- Actively participates
- Shows enthusiasm
- Invigorates others



SELF-CONTROL

- Comes to class prepared
- Allows others to speak without interruption



OPTIMISM

- Gets over frustrations and setbacks quickly
- Believes that effort will improve his/her future



GRATITUDE

- Recognizes and shows appreciation for others for his/her opportunities



SOCIAL INTELLIGENCE

- Finds solutions during conflict with others
- Demonstrates respect for others' feelings



CURIOSITY

- Is eager to explore new things
- Asks and answers questions to deepen understanding

MARLANA HUGHES
6TH GRADE MATH & SCIENCE



We teach curiosity to deepen knowledge, optimism to believe in their ability and future. We teach grit, self-control, and social intelligence to understand how to deal with conflicts and overcome obstacles. We teach gratitude to be appreciative for opportunities and zest to celebrate successes. We teach character to build a culture for learning where every student will make it to and through college.

MORGAN REED
CLASS OF 2020



My teachers help me understand all of these character strengths better. On Fridays, we have an hour-long celebration, called Hour of Power, to shine a light on this particular subject. We give shout outs to other students and we select a student each week who has represented these strengths the most.

JOSHUA BROWN
CLASS OF 2019



It is important to show grit in school because grit means to get back up after being knocked down, time and time again. For example, if you get a low grade or a grade you aren't pleased with, a way to show grit would be to work twice as hard to achieve your goals. I think grit will be the character strength that benefits me the most in college. I may get knocked down, but I will always want to get back up.

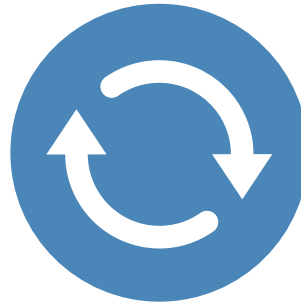
THE SIX ESSENTIAL QUESTIONS

Test scores are only one of the indicators we use when evaluating the success of our schools. We also continually ask ourselves a few essential questions, known as the Six Essential Questions. **These questions keep us focused** on the student and school outcomes vital to helping our students succeed.



QUESTION ONE

Are we serving the students who need us?



QUESTION TWO

Are our students staying with us?



QUESTION THREE

Are our students progressing and achieving academically?



QUESTION FOUR

Are KIPP Alumni climbing the mountain to and through college?



QUESTION FIVE

Are we building a sustainable people model?



QUESTION SIX

Are we building a sustainable financial model?



QUESTION ONE

ARE WE SERVING THE STUDENTS WHO NEED US?

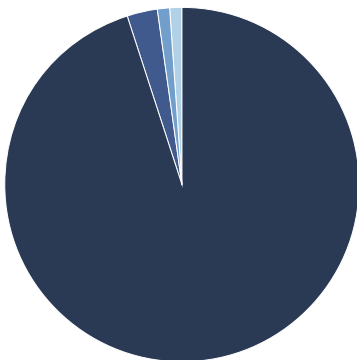
1,140

STUDENTS SERVED



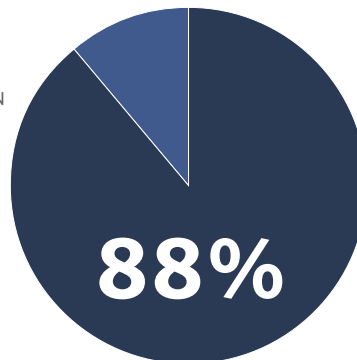
2002: 65 STUDENTS

2013: 1140 STUDENTS

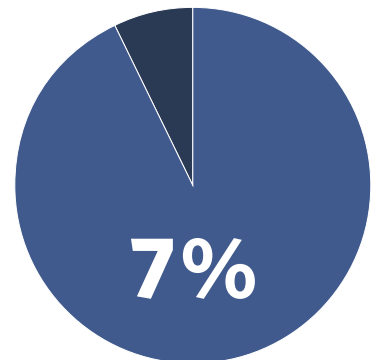


- 95% AFRICAN AMERICAN
- 4% CAUCASIAN
- 1% LATINO
- 1% ASIAN

RACE / ETHNICITY OF KIPP DELTA STUDENT BODY



STUDENTS QUALIFYING FOR FREE / REDUCED LUNCH



STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

CRITERIA TO APPLY

1 Page Application

0 Admission Tests

\$0 Application Fee

WAYS TO APPLY

 ONLINE

 CALL

 VISIT A SCHOOL

 MAIL

 FAX



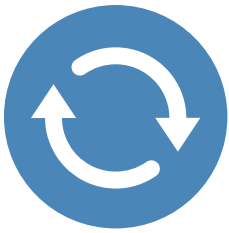
MARCUS HUGHES, CLASS OF 2022

My name is Marcus Hughes and I am in fourth grade at KIPP Delta ELA. I came to KIPP when I was in second grade. I wanted to go to KIPP because I knew that it would help me get better at math, reading, and grammar. I want to get better at these things so when I go to college, I will be successful. I want a good job so I can travel to different places. KIPP gives me the opportunities to be successful in college and eventually get a good job. Before I came to KIPP, I was not very good at math. However, my KIPP teacher, Ms. Sherman, kept me after school every day until I caught up. One day, I stayed after school because I needed help with multiplication. Multiplication was hard! Ms. Sherman gave me a multiplication table and we worked on it after school all the time. It was hard and I was frustrated, but we stuck with it because multiplication is important. I realized that my KIPP teachers cared about me because Ms. Sherman worked so hard to teach me this “math foundation.” If I did not know how to use multiplication, I would not make A’s or B’s in math now.

I know that I will go to college. I don’t “hope,” I know. I know that I am going to college because if I did not, I would not

have as many opportunities in my life. I want to go to college because I want to learn as much stuff as I can. My mom put me in KIPP because she wants me to have a successful future and we know that KIPP will help me get there. When I go to the middle school and the high school, I know that it will be tough, but I will still show grit because it’s worth it. Eventually, I want to go to Duke University and study math. When I grow up, I want to be a math teacher, and I want to help my own students the way Ms. Sherman helped me.

I go to KIPP Delta because it helps me be nice, it helps me be safe, and it helps me work hard. KIPP taught me that if you say nice things to other people, people will be your friend. KIPP also taught me to be safe when I go out to recess, I will not hurt anybody and I know that I will not be hurt by anyone. Most of all, KIPP taught me how to work hard because I want to get A’s and be successful in school. I want to be successful in school because when I go to college, I want to learn to be a great math teacher. In conclusion, I am part of the KIPP Delta team and family. They help me learn and I am so thankful for everything.



QUESTION TWO

ARE OUR STUDENTS STAYING WITH US?

85%



78.2%

STUDENT RETENTION **GOAL**

2012-2013 **ACTUAL***

**Of this number, 33% is attributed to students who moved to communities beyond our reach.*

PARENT SATISFACTION

80% would recommend a KIPP Delta school to other families

79% believe KIPP Delta teachers set high standards for students



991.6 miles

TRAVELED BY OUR BUSES IN ONE DAY



19 Cities Visited

ON END OF YEAR FIELD LESSONS

EXTRACURRICULAR ACTIVITIES

Dance
Drama
Choir
Marching Band
Drumline
Percussion Ensemble
Keyboarding
(music not computers!)

Step Team
Majorettes
Boys and Girls Basketball
Track
Girl's Volleyball
Softball
Cheerleading

Flag Football
Spanish Club
Harvard Model Congress
Crochet Club
Art Club
Violin
T-Ball

Chess Club
Canoe Club
Spelling Bee
Book Club
Creative Writing Club
Odyssey of the Mind
Monthly Field Lessons



YASMINE ROBINSON, CLASS OF 2018

My name is Yasmine Robinson and I am in the class of 2018 at KIPP Blytheville College Preparatory School (BCPS). My homeroom is Bard College. I have been a BCPS student since 5th grade and plan on staying at BCPS until I graduate. There have been tough times and times where I have thought about leaving. Going to KIPP isn't as easy as you think. But, we also have plenty of good times here at KIPP, and those times happen more often than not.

In the last few weeks of my fourth grade year, I had no idea about KIPP. Then, one day, a really nice lady came up to me and a few of my friends and explained KIPP to us. Instantly, I knew that was where I wanted to go for fifth grade. She was walking outside in 100 degree heat, so I felt that she was really dedicated to finding students for her school. When I got to KIPP the next year, I felt that this was the kind of environment that I wanted to be in for a long time - until it's time for me to walk across the stage.

I stay at KIPP because of the education quality that we get here and how much the teachers care for us. Here there is no quitting. You either choose to do the work on your own or you get help from a teacher until it's complete. Ms. DeFord, Mr. James, and Mr. Hammond make sure you get the work done by

pointing out your mistakes and helping you fix them, but they also give you credit for what's right. I stay because they don't give up on you, even when you try to give up on yourself. If you are having trouble with something and are getting frustrated, all you have to do is raise your hand and they will be right over. They hold you to the highest expectations possible and want you to do the same to them. The final reason that I stay is a simple one: I love it here. There's something here that makes me wake up in the morning at 6:00am and be here an hour later than regular school, all the way to 4:00pm. I don't know - maybe it's the teachers, my friends, the work, or the trips. Maybe it's because we are a team and family, and teams and families never break apart or leave each other. My teammates include the little kids in 4th grade all the way up to my classmates in 8th grade, and combined we are what makes this a place you would love to be.

I came to KIPP with my hopes set high. I didn't know what was going to happen. They told us we were a team and a family, but little to none of us believed it. But now there isn't any other place we'd rather be than here, where the environment is friendly and everyone cares about each other. That's why I choose to stay here at KIPP, a place like home.



QUESTION THREE

ARE OUR STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

KIPP Delta's promise is to **double the number** of college ready students graduating from low-income districts in the Delta. There are several indicators to help us measure student progress as we work towards that goal, including the MAP exam, Arkansas Benchmark tests and ACT scores.

100%

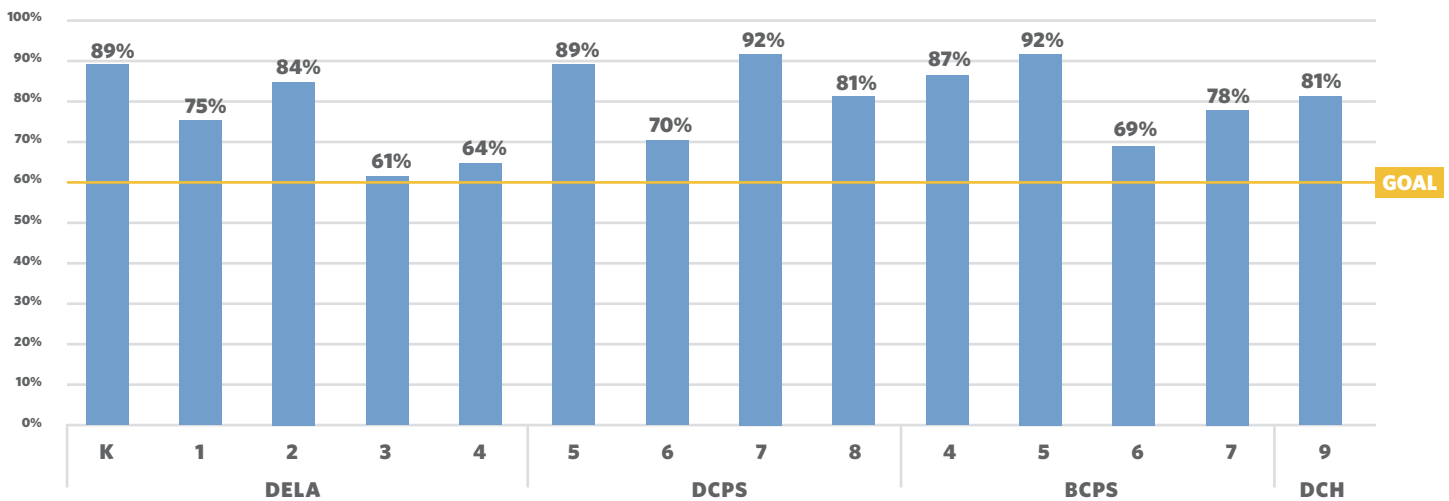
OF OUR STUDENTS
TAKE THE ACT

20.7

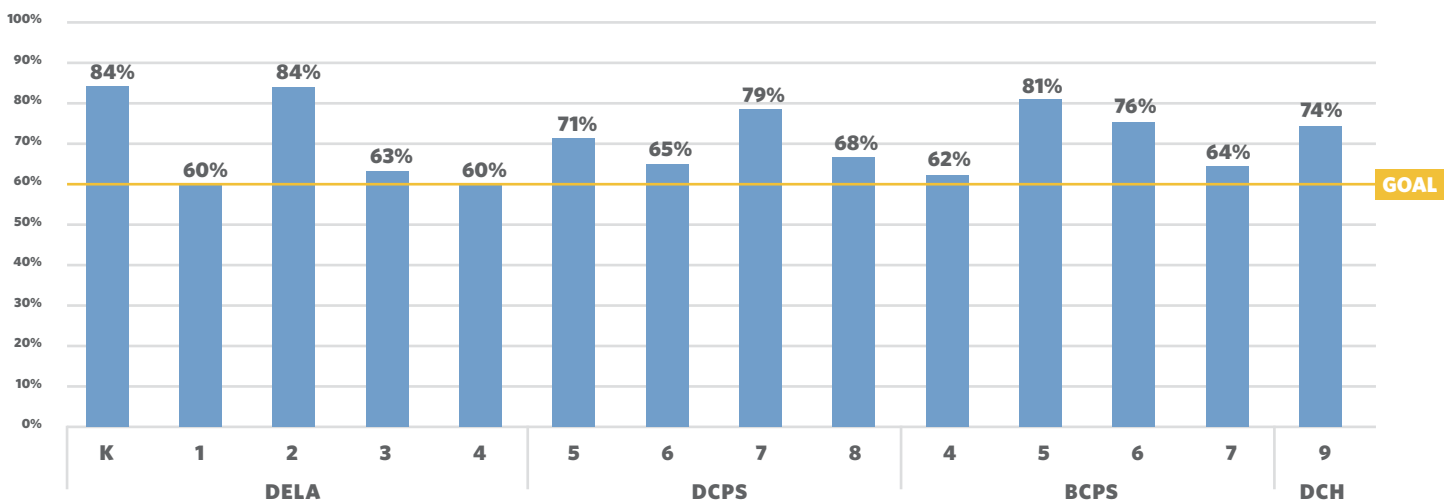
AVG ACT SCORE OF THE
CLASS OF 2013

KIPP Delta MAP (Measures of Academic Progress) Exam

PERCENTAGE OF STUDENTS MEETING MATH GROWTH TARGET - Results from Fall of 2012 to Spring of 2013



PERCENTAGE OF STUDENTS MEETING READING GROWTH TARGET - Results from Fall of 2012 to Spring of 2013







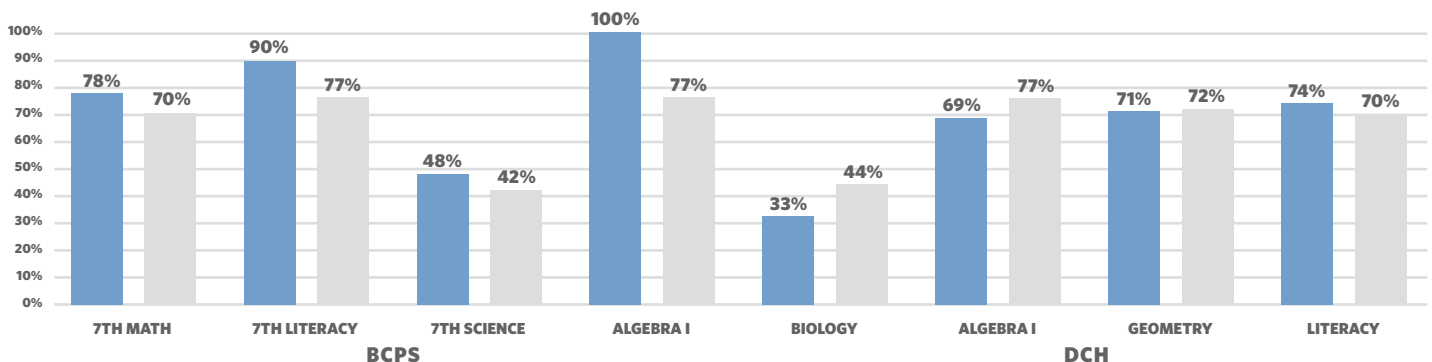
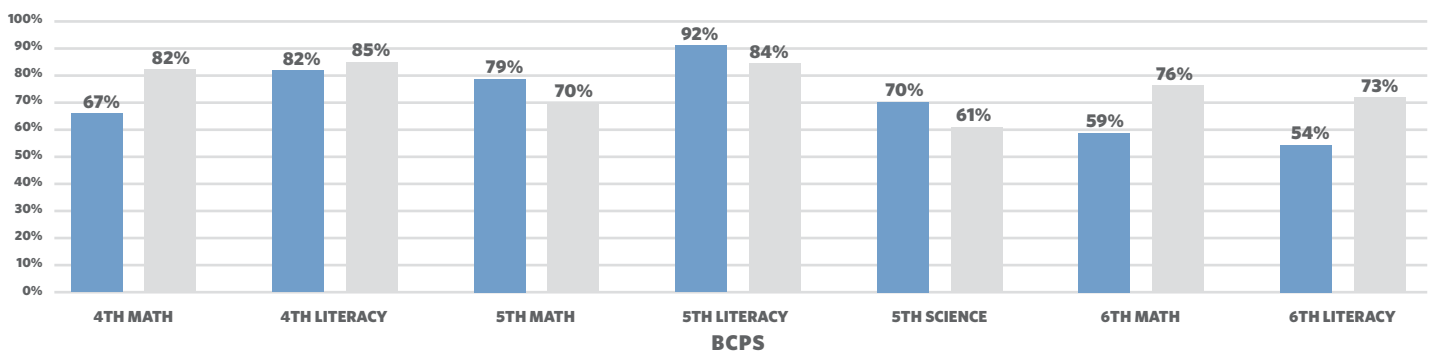
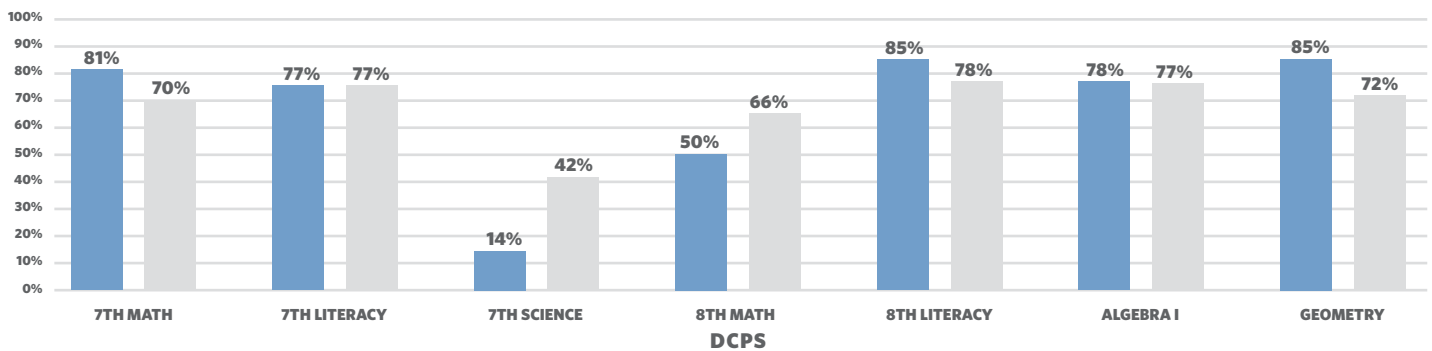
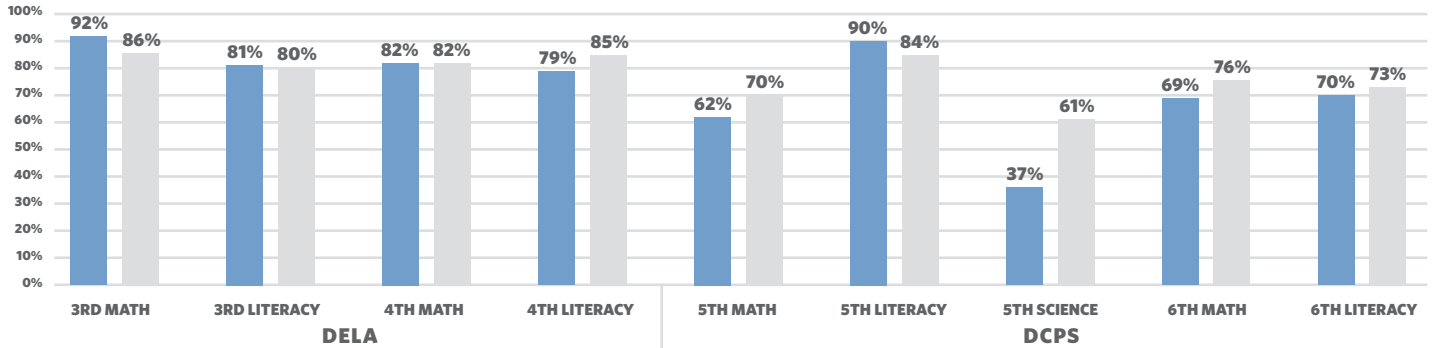
Another indicator that helps us gauge students' academic progress is their performance on the state administered Benchmark exam. KIPP Delta strives to outperform the state averages for students scoring "proficient" or "advanced" in 70% of tested grades and subjects. This year we met or exceeded the state averages in **54% of tested areas** and outperformed the local school district in **97% of tested areas**.

Arkansas Benchmark Test Results

PERCENTAGE PROFICIENT + ADVANCED - Results from Spring of 2013

KIPP DELTA

ARKANSAS



Last year, we had a student **who worked hard, yet struggled academically**. There was dissonance between the grit she channeled into her assignments and the grades she would receive on them.

Because of this disconnect, it was difficult for us to communicate the academic progress this student was making. She often went home frustrated that the grades on her progress reports were seemingly frozen. Her teachers were also puzzled at the injustice of a hard working student not getting her due on report cards.

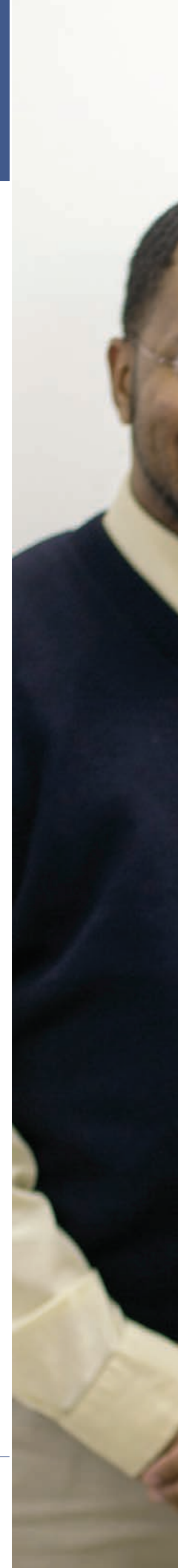
Because of MAP data, we knew that the student was making academic progress that year. MAP data is the rawest data we have on academic achievement - the clearest statement that our students are learning content. Based off her MAP reading data, our student had ascended to a score that indicates she was now reading at grade level. She made similar progress in math as well. When her teachers sat down and really took a hard look at her MAP data, we were able to quantify and communicate growth. The student became more invested in her work, now more firm in the knowledge that she is growing academically.

Looking at her MAP results, however, made us realize what was holding her back. There was not a content gap with this student, but a skills gap. Based off the data, she was on grade level. So her teachers sat down and determined what we could do to ensure that her MAP growth was substantiated in an equivalent growth in grades.

We used her RIT bands to determine what content she needed to learn to keep her marching toward a college-ready score. We also used MAP data to take a harder look at the work she was submitting in class to determine what academic skills she needed to keep her moving forward in both her MAP scores and grade point average.

The overall result was that MAP data helped us build a productive relationship with this student. We now knew that it was not her knowledge of quadratic functions or reading comprehension skills that was causing her academic struggles. As a school, we began targeting academic skills. In other words, we used her MAP data to isolate content knowledge from her grades and realized she needed help with homework quality and study skills. Her teachers consequently began to focus on teaching her how to have higher quality Saxon Math problem sets, and how to make sure her growing reading skills showed through in the essays she wrote for English. The student's grades soon began to improve, and both student and teacher felt successful at their jobs.

At KIPP, we enmesh ourselves in a web of data before making decisions. MAP, as the purest indicator of academic ability, allows those decisions to be in the most profitable interests of students and teachers.







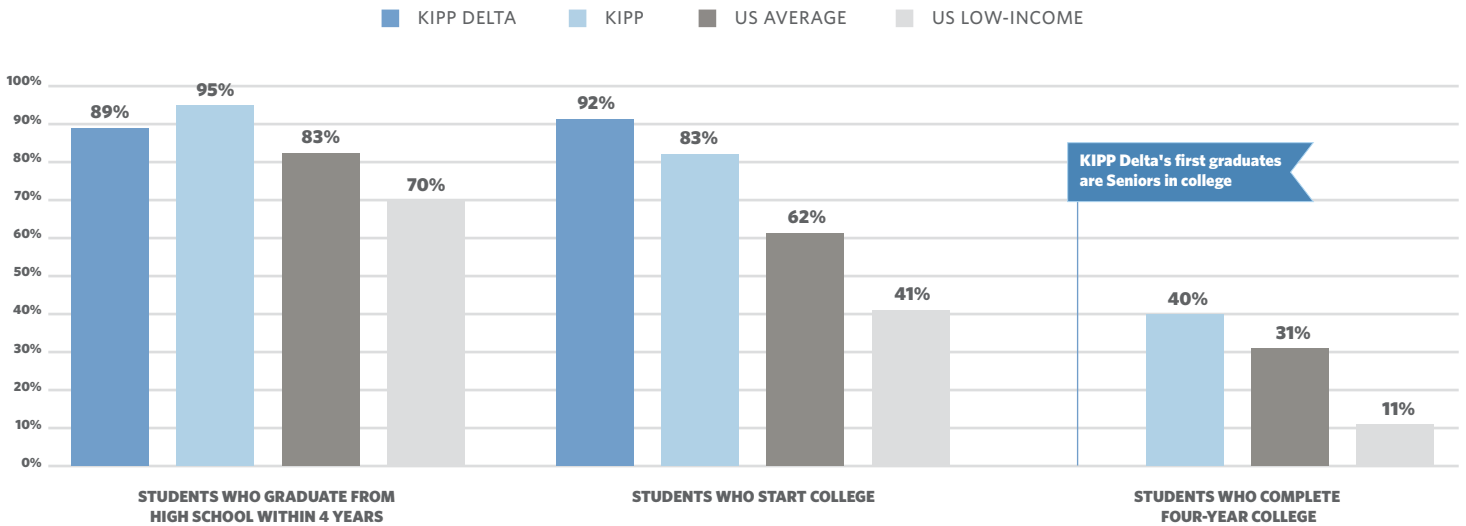
QUESTION FOUR

ARE OUR ALUMNI CLIMBING THE MOUNTAIN TO AND THROUGH COLLEGE?

87%

OF KIPP DELTA GRADUATES ARE CURRENTLY ENROLLED IN A 2 OR 4 YEAR COLLEGE OR THE ARMED FORCES

College Matriculation - To and Through College



\$1.3 Million

AMOUNT OF SCHOLARSHIP MONEY EARNED BY THE CLASS OF 2013

38,260

MILES TRAVELLED BY THE KIPP DELTA KIPP THROUGH COLLEGE TEAM IN 2012

28

COLLEGES VISITED LAST YEAR BY KIPP DELTA STUDENTS

70%

KIPP DELTA ALUMNI WHO ARE FIRST GENERATION COLLEGE STUDENTS

118

KIPP DELTA ALUMNI



As part of the first graduating class of KIPP Delta Collegiate, people have constantly asked:

What has KIPP done for you?

Every time someone asked this question, my answer remained the same. KIPP has helped me grow into the person I am today. From 5th grade until 8th grade I had tremendous growth that resulted in moving from the 19th percentile in math to the 98th percentile on standardized tests. Then I would begin to tell people how KIPP had instilled hard work and dedication into me. It wasn't until last year that I realized what KIPP had done for me. The thing that separates KIPP from other schools is that after graduation, it's not that you are on your own but it's that KIPP will continue to help you along the way. All you need to do is ask.

I had to learn this lesson the hard way. After my sophomore year of college, I was put on academic probation for a year. I had gotten off track. As my parents described it, I had forgotten about the KIPP values that were instilled in me. A month after I was put on academic probation, I was asked to become a teaching assistant for my middle school, KIPP Delta College Preparatory. The year that I worked at that middle school taught me what KIPP actually does for its students. The school acts as another family, a family that genuinely cares for its members. KIPP continues to provide me with multiple resources that can help me throughout life even though I am no longer a student in its schools. No matter what there are always people there to help me or encourage me even if when I am not sure I am ready to receive it.

Thanks to KIPP Delta, I'm back on track this year as a junior at Vanderbilt and I'm prepared to graduate in five years. That's why I LOVE KIPP Delta so much.



KIPP THROUGH COLLEGE TEAM

Jeremy Ellis, Laurie Brown, & Amy Charpentier

Five years ago, when our first class of graduating seniors sat down to begin the college application process, they had nearly 5,000 colleges from which to choose. That meant they had to navigate through the increasingly complex world of college admissions with little idea about which school would ensure they could make their dream of college graduation a reality. Over the last few years, KIPP Through College has worked to get smarter about the college selection process and to better support our students in choosing colleges where they are likely to graduate. We call this new process college match!

Instead of slogging through 5,000 colleges, we have developed a method for helping our students select schools that match their academic ability and where they have at least a 50% chance of college graduation. Based on a student's academic profile, we compile a list of colleges and universities.

From there, we narrow the list by looking for schools that have a 1 in 2 chance of college graduation, as well as provide financial aid that meets our students' needs. Students then have a succinct list of schools to research. At this point, students consider whether or not they want to stay in-state or go out-of-state, attend a large or small university, or enroll at one of the historically black colleges and universities (HBCUs). Since teenagers are teenagers, they also consider things like dorm size and the food in the cafeteria. Our new process allows students to consider all of these factors while ensuring they attend schools that can support them academically, and have the right supports in place to make sure they graduate.

We are confident that helping our students match their academic profile to the colleges they choose from will ensure that they are likely to persist in college until graduation.

College Matriculations

University of Arkansas
FAYETTEVILLE, AR

Henderson State University
ARKADELPHIA, AR

Ouachita Baptist College
ARKADELPHIA, AR

University of the Ozarks
CLARKSVILLE, AR

Arkansas Tech
RUSSELLVILLE, AR

Hendrix College
CONWAY, AR

University of Central Arkansas
CONWAY, AR

University of Arkansas @ Little Rock
LITTLE ROCK, AR

Pulaski Technical College
LITTLE ROCK, AR

Webster University
LITTLE ROCK, AR

University of Arkansas @ Pine Bluff
PINE BLUFF, AR

Williams Baptist College
WALNUT RIDGE, AR

Eastern AR Community College
FOREST CITY, AR

Phillips Community College
HELENA, AR

Arkansas State University
JONESBORO, AR

University of Memphis
MEMPHIS, TN

Blue Mountain College
BLUE MOUNTAIN, MS

Mississippi College
CLINTON, MS

Louisiana College
PINEVILLE, LA

Loyola University New Orleans
NEW ORLEANS, LA

Vanderbilt University
NASHVILLE, TN

Tennessee State University
NASHVILLE, TN

Nashville Auto Diesel College
NASHVILLE, TN

Ivy Bridge @ Tiffin College
TIFFIN, OH

United States Naval Academy
ANNAPOLIS, MD

Bennett College for Women
GREENSBORO, NC

Westwood College
ATLANTA, GA

Spelman College
ATLANTA, GA

Colby College
WATERVILLE, ME

Johnson & Wales University
PROVIDENCE, RI



QUESTION FIVE

ARE WE BUILDING A SUSTAINABLE PEOPLE MODEL?

68%

STAFF RETENTION
ACTUAL FOR 2012-2013

85%

STAFF RETENTION
GOAL FOR 2013-2014

Our people make it possible for our students to achieve at their highest potential. We have redoubled our recruiting efforts this year to draw top talent both locally and nationally. We aim to see a **25% increase** in overall application numbers, while simultaneously increasing the selectivity of the hiring process.

164

TOTAL STAFF

IN 2012-2013 SCHOOL YEAR



68% FEMALE



32% MALE

Our leadership has a newly honed focus on the behaviors and conditions that will ensure our teachers stay with us longer. We continually refine our process for developing teachers – providing multiple pathways to leadership as well as intensive and tailored support for our new teachers.



58% AFRICAN-AMERICAN

39% WHITE

1% HISPANIC

<1% ASIAN / INDIAN

WHAT WE DO



54%

TEACHERS



8%

TRANSPORTATION
STAFF



7.3%

INSTRUCTIONAL
AIDES



6%

SCHOOL-LEVEL
LEADERSHIP



6%

REGION SUPPORT
STAFF



5.4%

FOOD SERVICE
STAFF



5%

SCHOOL-SITE
SUPPORT STAFF



4.8%

REGION-LEVEL
LEADERSHIP



2.4%

COUNSELORS AND
COLLEGE SUPPORT STAFF



**Interested in
joining KIPP Delta?**

TO LEARN MORE VISIT
KIPPDelta.org/Careers



ALICE GOLDSBERRY, 5TH GRADE & SCIENCE CHAIR

As a teacher in my 7th year with KIPP Delta Public Schools, I often reflect on what keeps me going and what keeps me invested five years beyond my Teach For America commitment. Ultimately, my desire to work at KIPP Delta boils down to three things: opportunities for growth, strong friendships, and working with like-minded people.

Living in a small community definitely affords me the opportunity to not only build strong friendships with my peers, but also partnerships with my students and their families. Throughout my time in the Delta, I have been invited to church services and other programs, as well as to my students' homes for a warm, delicious, home-cooked meal. I've also established life-long friendships with amazing, hardworking, and passionate people (in the field of education, in addition to other fields), which allows me to maintain a healthy work-life balance.

In just six short years, I've had the unique opportunity to teach every subject area and grade level (5-8), as well as serve as a grade level chair and assistant principal. Additionally, I've had the chance to attend numerous conferences all over the

country for professional development. As KIPP continues to expand throughout the Arkansas Delta, I'm certain the leadership opportunities inside of the classroom and out will be bountiful!

Perhaps the biggest reason I continue to be a part of the KIPP Delta community is that I thoroughly enjoy working with like-minded individuals. When you work with people who are on the same page about how to best serve students and provide academic and extracurricular enrichment, coming to work each day is exciting! I particularly appreciate those moments when my peers and my manager find ways to push my thinking or challenge me to be even better in my role. I look forward to continuing to learn and grow as an educator and as a leader with KIPP Delta Public Schools!

Visit the careers section of our website to learn more about jobs at KIPP Delta Public Schools.

[KIPPELTA.ORG/WHY-KIPP-DELTA](https://kippdelta.org/why-kipp-delta)



QUESTION SIX

ARE WE BUILDING A SUSTAINABLE FINANCIAL MODEL?

Financial sustainability is **incredibly important** to the success of our schools. We use the following set of metrics to help us keep a pulse on our financial health.

\$1,722,138

CASH ON HAND

AT THE END OF THE 2012-2013 SCHOOL YEAR

42.16

DAYS KIPP DELTA COULD OPERATE

AT THE END OF THE 2012-2013 SCHOOL YEAR WITHOUT A REVENUE STREAM.
OUR GOAL IS TO INCREASE THIS NUMBER TO AT LEAST **45 DAYS OF CASH ON HAND**.

KIPP Delta's 2012-2013 audited financials and funding needs are included on the facing page. Private funding from individuals, companies and foundations are an important component in ensuring the long-term financial health and sustainability of our schools. To read more about our current funding needs, please see page 27.

FINANCIAL REPORT 2012 - 2013

ASSETS

Cash and cash equivalents	\$1,732,138
Accounts receivable	397,680
Pledges receivable	117,500
Property and equipment, net	11,605,572

Total assets **\$13,852,890**

LIABILITIES AND FUND BALANCE

LIABILITIES

Accounts payable	\$241,945
Other liabilities	163,929
Notes payable, current	346,622
Long-term debt	7,304,459

Total liabilities **\$8,056,955**

FUND BALANCE

Unrestricted	\$5,212,703
Temporarily restricted	583,232

Total fund balance **5,795,935**

Total liabilities and fund balance **\$13,852,890**

REVENUES

State assistance	\$8,305,765
Federal assistance	2,582,795
Grants, donations, and fundraising	1,636,399

Total Revenues **\$12,524,959**

EXPENDITURES

Regular programs	\$3,258,492
Student support services	3,988,570
Instructional support services	1,217,017
Administrative support services	2,331,606
Operations and facilities	1,592,655
Other support services	233,247

Total Expenditures **\$12,621,587**

Current earnings/(loss)* **\$(96,628)**

CASH AND CASH EQUIVALENTS

Beginning of year	\$1,421,816
End of year	1,722,138

Net change in cash **\$300,322**

**includes depreciation expense*



BUILDING A BETTER TOMMOROW

The Growing Need

Each year, the number of students seeking enrollment in our schools grows. In 2013, we welcomed nearly 1,200 students. For our youngest students, the need for growth is urgent. KIPP Delta Elementary Literacy Academy (DELA) opened in 2009 with 100 kindergarten and first-grade students. In the years following, DELA has grown by leaps and bounds to serve over 420 students in pre-kindergarten through fourth grade, exceeding expected growth targets.

Unfortunately, the school building in downtown Helena no longer provides adequate space for our students. Due to space constraints, we have had to turn away students who wanted to join the KIPP Delta Family this year. To temporarily alleviate this problem, four modular classrooms have been placed behind the school. KIPP Delta is also committed to serving the whole student. Physical activity and student success are intrinsically linked. Unfortunately, our youngest KIPPsters do not have a safe and secure place near the school to exercise and play during the day. The value of physical fitness can never be overstated, and we believe it is our responsibility to reflect this belief in our schools and community by building a proper playground.

The Plan for the Future

The solution is clear and the impact will be transformative. We must honor our commitment to our students and to Helena. In order to be the school of choice in the Arkansas Delta for aspiring college bound students, double the college going rate of students in the Delta and honor our commitment to revitalizing downtown Helena, we must expand the elementary school and add a space for play and imagination by the 2014-2015 school year.

\$1.3 Million

TOTAL COST OF EXPANSION

Thanks to a generous matching challenge gift by an anonymous individual donor, KIPP Delta has raised close to 70% of the funds needed to complete this project and receive the matching challenge funds. You can be a part of building a better tomorrow by making a gift to the campaign.

Your donation will be matched up to \$500,000 by the anonymous donor, doubling your impact immediately.

Build a Better Tomorrow With Us

KIPP Delta, like all charter schools, receives funding on a per pupil basis from the state for every student enrolled in our schools. However, we do not receive additional dollars through state funding or local taxes for facilities and must raise the funds for or finance school buildings, creating large debt burdens. The total project cost for expanding DELA and adding a playground to the campus is \$1,300,000.

This is where you can help! You can be a part of building a better tomorrow by making a gift to the campaign. Your donation will be matched up to \$500,000 by the anonymous donor, immediately doubling your impact. Donors of \$100 or more will be recognized on the Wall of Honor located on the outside wall of the new Kindergarten wing facing Cherry Street. Join us today in building a better tomorrow. For more information or to make a gift, contact Carissa Godwin at 870-714-9635 or by emailing carissa.godwin@kipdelta.org.

Wall of Honor Recognition Levels:

AMOUNT	LEVEL
\$100 - \$999	Team and Family
\$1,000 - \$2,499	Undergraduate
\$2,500 - \$9,999	Graduate
\$10,000 - \$24,999	Masters
\$25,000 - \$99,999	Doctorate
\$100,000 or more	KIPP Scholars

Naming Opportunities and Designation Options:

\$500,000 - Kindergarten Wing

\$10,000 - Playground - Gifts of \$10,000 designated to the playground will have their name listed on a plaque located in the playground.

\$100,000 - Classroom - Four classrooms are available for naming. Plaques will be located outside each classroom.

\$25,000 - Office - Two offices are available for naming. Plaques will be located outside each office.

\$10,000 Storage Room - One storage room is available for naming. A plaque will be located outside the room, recognizing your gift.

A VERY SPECIAL THANKS

KIPP Delta thanks the following 280 individuals, foundations and businesses who supported our students and schools during the 2012-2013 school year through both financial and in-kind donations.

Your generosity allows us to fulfill the promise of college for each of our students.

KIPP Scholars

(Gifts of \$100,000 or more)

AT&T
Charter School Growth Fund
The Louis Calder Foundation
Walton Family Foundation

Doctorate Level

(Gifts of \$25,000-99,000)

Mr. and Mrs. Tom Faust, Jr.
Mr. David Solomon
Mr. Wally McCloskey/NORAC, Inc.
Windgate Charitable Foundation

Masters Level

(Gifts of \$10,000-24,999)

Mr. and Mrs. Ernest Cunningham
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Wal-Mart Stores

Graduate Level

(Gifts of \$5,000 - \$9,999)

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JMS Russel Metals Corp.
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Undergraduate Level

(Gifts of \$1,000 - \$4,999)

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KIPPster Level

(Gifts up to \$1,000)

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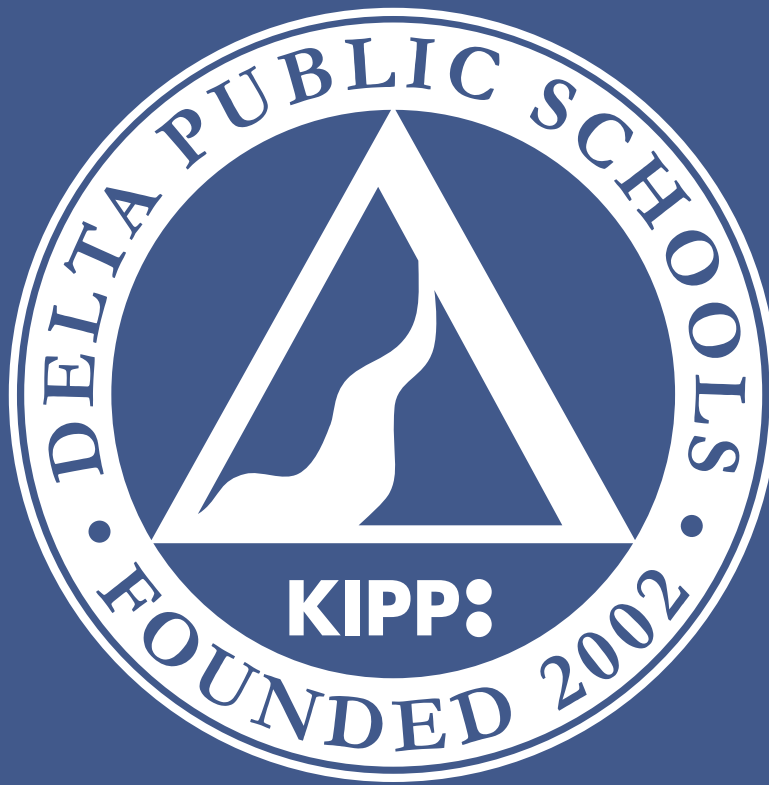
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215 Cherry Street
Helena-West Helena
Arkansas, 72342

KIPP Delta College Preparatory School

514 Missouri Street
Helena-West Helena
Arkansas, 72342

KIPP Delta Collegiate High School

320 Missouri
Helena-West Helena
Arkansas, 72342

KIPP Blytheville College Preparatory School

1200 Byrum Road
Blytheville
Arkansas, 72315

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Join our team and help prove what's
possible for students at KIPP Delta.

www.kippdelta.org/why-kipp-delta



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to and through college.

www.kippdelta.org/enroll