



Annual Report

2005 – 2006



Photo of students picking apples.

**KIPP Academy Lynn
25 Bessom Street
Lynn, MA 01902
Phone: 781.598.1609
Fax: 781.623.5700**

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President of Board of Trustees Letter

Dear Friends of KIPP Academy Lynn Charter School:

On behalf of the Board of Trustees, I am pleased to present the second Annual Report of the KIPP Academy Lynn Charter School.

Our mission is, “to create an environment where students from Lynn will develop the academic skills, intellectual habits, and character traits necessary to maximize their potential in high school, college, and the world beyond.”

As we enter our third year serving students and their families, we have grown in many ways. We have expanded from a staff of eight and a student body of eighty in our first year to a staff of 24 and a student body of 240 in our third. We have grown from a school serving just grade five to a school that serves students in grades five, six, and seven. Our students have also made great strides in their academic achievement as shown below and throughout the Annual Report. In addition to their excellent academic achievement, our students have developed the character traits and intellectual habits that allowed them to participate in our fifth grade trip to Washington, D.C. where they met with Congressman John F. Tierney and Senator Edward M. Kennedy. Our sixth grade students traveled to Utah where they went rock climbing, horseback riding and rafting and completed an eight-mile hike, camped every night and cooked all of their own food for two weeks. These were only two of the more than twenty field lessons that occurred last year.

As always these successes did not come without a great deal of hard work. Our gains were the result of the tireless efforts and the sacrifice of our students, their families, our teachers, staff and numerous members and organizations of the Greater Lynn community. Our commitment to the KIPP formula of more class time, strict discipline, high expectations, parent and staff support, and fun lead to our success. Evidence of this commitment is also shown below.

The 2006-2007 school year holds great promise. In order to better serve our growing student population we have added four new classrooms and hired five new teachers for our seventh grade students. Additionally, we have hired a Director of High School Placement who will begin to forge relationships with high quality public, private, and independent day and boarding schools around the country. This will ensure that our students are prepared to take the next step on the path to college. We are designing programs to better support the economic, social and emotional needs of our students and their families. Finally, we are strengthening our Board and administrative structures to maximize our organizational capacity and further develop our long-range planning.

While our Board of Trustees lost some very capable members during the past school year we have been fortunate to add several new members who bring a wealth of talent and experience to the Board.

All of these facts and statistics tell only one part of the story. The first time I visited KIPP during the school day, it was to attend a meeting for people interested in the school. In addition to a tour

of the school and an informative presentation by Principal Josh Zoia, we met with four students who did an excellent job of answering questions about the school. What most impressed those of us in attendance was that the students had to “win the privilege” by submitting a written application explaining why they wanted to participate and what they planned to present at the meeting.

To me that’s KIPP in a nutshell: great kids doing extra work for the “privilege” of meeting with a group of adults.

Sincerely,

Rod Smith
President, KIPP Academy Lynn Board of Trustees

Academic achievement:

- In two years our sixth graders moved from the 49th to the 89th percentile in Math and from the 38th to the 65th percentile in Reading on the Stanford 10 test.
- In just one year our fifth graders moved from the 46th to the 70th percentile in Math and from the 37th to the 62nd percentile in Reading on the Stanford10 test.

Evidence of student commitment includes:

- students spending 78% more time in the classroom than their peers at other Lynn public schools
- a 98% attendance rate
- a student attrition rate of only 5%
- consistent with our philosophy of *Always Earned, Never Given*, all student privileges were earned from the right to wear a KIPP shirt to the ability to participate in field trips

Evidence of parent commitment includes:

- a 95% parent attendance rate at report card meetings
- a parent satisfaction survey in which 89% of respondents stated they would recommend KIPP to other parents
- a rating of 96% of “satisfied or very satisfied” with the quality of education their child is receiving at KIPP

KIPP Academy Lynn's Mission Statement

KIPP Academy Lynn will create an environment where the students of Lynn will develop the academic skills, intellectual habits and character traits necessary to maximize their potential in high school, college, and the world beyond.

Introduction

KIPP Academy Lynn opened its doors on August 9, 2004, as a free, public, middle school that provides a college-preparatory education for primarily low-income and minority students in Lynn, Massachusetts. In the 2005-2006 school year, the school served 151 fifth and sixth grade students from Lynn. Of these, the majority entered performing below grade level in math and English, and 89 percent of attendees were from low-income families. KAL will offer greater opportunities to the learning community each year by adding a new class of fifth graders until it serves approximately 320 students (grades five through eight).

KIPP Academy Lynn is modeled after the nationally recognized, tested, and proven KIPP Academies in the South Bronx, New York and Houston, Texas. The New York and Houston schools have realized measurable success working with students who have been historically underserved – 88 percent of the students qualify for the free-or-reduced meal program and the majority of students enter the school performing below grade level as measured by standardized tests. Today, both of the flagship KIPP schools are the highest performing middle schools in their respective districts as measured by standardized test scores. KIPP New York now ranks the fifth highest performing middle school out of the 313 middle schools in New York City. In the past four years, eighth grade students in the Bronx and Houston have earned a combined \$21 million in high school scholarships. Neither school uses grades, recommendations, or test scores as criteria for enrollment.

KAL's founder and Principal, Joshua Zoia, taught at KIPP New York for six years and felt that KIPP's program and philosophy matched Lynn's need for an educational option that prepared students for college. During the 2003-2004 school year, Mr. Zoia participated in the Fisher Fellowship, a highly competitive, year-long principal training program provided by the KIPP Foundation. With the help of a dedicated, local Founding Board, Mr. Zoia spent the year designing KIPP Academy Lynn, applying for and receiving the charter, recruiting students, hiring staff, and locating and developing a facility.

With great focus on detail, KIPP Academy Lynn's passionate, committed faculty is implementing the program as promised in its charter. In our inaugural year each student received a home visit prior to the first day of school from a member of the school faculty. During the visits, staff welcomed students to the school and explained the Commitment to Excellence contract, which all parents, students, and faculty sign to show their understanding of the high standards that are maintained at KIPP Academy Lynn.

Since its first year of operation, KAL has engaged all members of the school community—students, teachers, administrators, and parents—to participate in creating an environment of “excellence” where ambitious, rigorous expectations are met, and focused behavior and high achievement are the norm.

Accountability Plan and Results

Summary of Goals

Hand in hand with the freedom granted to charter schools comes a great deal of accountability. Our proposed goals are unique to the mission and culture of KIPP Academy Lynn and are represented in the formal Accountability Plan submitted to the Massachusetts Department of Education August 1, 2006. These goals are listed on the following pages in greater detail, along with specific measurement tools and results for the 2005-2006 school year.

1. All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *reading and writing*.
2. All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *mathematics*.
3. All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *social studies*.
4. All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *science*.
5. KIPP Academy Lynn will create an environment where the students of Lynn will develop the *academic skills, intellectual habits, and character traits* necessary to maximize their potential in high school, college, and the world beyond.
6. KIPP Academy Lynn will provide *more time* for students to be engaged in their learning.
7. KIPP Academy Lynn teachers will be recognized as *professional* educators committed to continuous learning and professional development.
8. Students at KIPP Academy Lynn will be consistently reminded and encouraged that they are on the *path to college*.
9. KIPP Academy Lynn will maintain sound organizational viability by maintaining strong *parental support* and commitment to the school.
10. KIPP Academy Lynn will maintain sound organizational viability by demonstrating sound *fiscal and administrative practices*.
11. KIPP Academy Lynn will maintain sound organizational viability by demonstrating sound *governance*.

Is the School an Academic Success?

Goal 1: All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *reading and writing*.

Criterion-Referenced Measures:

- On the seventh grade English Language Arts (ELA) MCAS Exam, 75 percent of the students at KIPP Academy Lynn who have been enrolled for at least two years will achieve the performance standard of “Proficient” or above.

2005-2006 Performance: MCAS results will not be available until fall 2006.

Value-Added Measures:

- Each year all grade-level cohorts will demonstrate, on average, an improvement of at least three National Curve Equivalent points (NCEs) on the annually administered Stanford10 Reading Test until the cohorts achieve an average of 70 NCEs, at which point the cohorts will maintain or improve their level of performance.

2005-2006 Performance:

<i>Grade Level</i>	<i>Benchmark</i>	<i>May 2006</i>	<i>Improvement</i>
<i>5th Grade</i>	<i>43.0 NCEs</i>	<i>56.6 NCEs</i>	<i>13.6 NCEs</i>
<i>6th Grade</i>	<i>54.7 NCEs</i>	<i>58.1 NCEs</i>	<i>3.4 NCEs</i>

Fifth grade improvement on the Stanford 10 Reading Comprehension Exam exceeded expectations by more than 10 NCEs.

Benchmark exams were taken in September of 2005 by fifth grade students and again in May of 2006. Sixth grade students were tested in August 2004, March 2005 and again in May 2006. Fifth grade improvement on the Stanford-10 Reading Comprehension Exam exceeded expectations by more than 10 NCEs.

Comparative Measures:

- A greater percentage of KIPP Academy Lynn students who have been enrolled in the school for at least two years will achieve the performance standard of “Proficient” or above on the seventh grade ELA MCAS Exam when compared with their peers in *Lynn Public Schools* and the *Massachusetts* state average for their peers.

2005-2006 Performance: MCAS results will not be available until fall 2006.

Goal 2: All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *mathematics*.

Criterion-Referenced Measures:

- On the sixth grade Mathematics MCAS Exam, 45 percent of the students at KIPP Academy Lynn who have been enrolled for two years will achieve the performance standard of “Proficient” or above.

2005-2006 Performance: MCAS results will not be available until fall 2006.

- On the eighth grade Mathematics MCAS Exam, 50 percent of the students at KIPP Academy Lynn who have been enrolled for at least two years will achieve the performance standard of “Proficient” or above.

2005-2006 Performance: MCAS results will not be available until fall 2006.

Value-Added Measures:

- Each year, all grade-level cohorts will demonstrate, on average, an improvement of at least three National Curve Equivalent points on the annually administered Stanford 10 Mathematics Test until the cohorts achieve an average of 70 NCEs, at which point the cohorts will maintain or improve their level of performance.

2005-2006 Performance:

<i>Grade Level</i>	<i>Benchmark</i>	<i>May 2005</i>	<i>Improvement</i>
<i>5th Grade</i>	<i>48.0 NCEs</i>	<i>61.0 NCEs</i>	<i>13.0 NCEs</i>
<i>6th Grade</i>	<i>63.9 NCEs</i>	<i>75.8 NCEs</i>	<i>11.9 NCEs</i>

Fifth grade improvement on the Stanford 10 Mathematics Exam exceeded expectation by 10 NCEs.

Bench mark exams were taken in September of 2005 by fifth grade students and again in May of 2006. Sixth grade students were tested in August 2004, March 2005 and again in May 2006. Fifth grade improvement on the Stanford 10 Mathematics Exam exceeded expectation by 10 NCEs.

Comparative Measures:

- A greater percentage of KIPP Academy Lynn students who have been enrolled in the school for at least two years will achieve at the performance standard of “Proficient” or above on both the sixth-grade and eighth-grade Mathematics MCAS Exam when compared with their peers at *Lynn Public Schools* and the *Massachusetts* state average for their peers.

2005-2006 Performance: MCAS results will not be available until fall 2006.

Goal 3: All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *social studies*.

Comparative Measures:

- A greater percentage of KIPP Academy Lynn students who have been enrolled in the school for at least two years will achieve at the performance standard of “Proficient” or above on Social Studies MCAS Exams when compared with their peers at *Lynn Public Schools* and the *Massachusetts* state average for their peers.

2005-2006 Performance: MCAS results will not be available until fall 2006.

Goal 4: All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *science*.

Criterion-Referenced Measures:

- On the fifth grade Science MCAS Exam, 50 percent of the students at KIPP Academy Lynn will achieve the performance standard of “Proficient” or above.

2005 Performance: Forty-five percent of KIPP Academy Lynn students scored “Proficient” or higher on the fifth grade Science & Technology MCAS Exam.

We believe that after being enrolled in the school for at least two years and receiving 60 minutes of daily science instruction our students will achieve the goal set forth above.

- On the eighth grade Science MCAS Exam, 60 percent of the students at KIPP Academy Lynn who have been enrolled for at least two years will achieve the performance standard of “Proficient” or above.

2005-2006 Performance: Not yet applicable.

Comparative Measures:

- A greater percentage of KIPP Academy Lynn students will achieve at the performance standard of “Proficient” or above on the fifth grade Science MCAS Exam when compared with their peers at Lynn Public Schools and the Massachusetts state average for their peers.

2005 Performance: Forty-five percent of KIPP Academy Lynn students scored “Proficient” or higher on the fifth grade Science & Technology MCAS Exam. Comparatively, 29 percent of Lynn Public Schools’ students and 51 percent of Massachusetts’ students scored similarly on the same MCAS exam.

We believe that after being enrolled in the school for at least two years and receiving 60 minutes of daily science instruction our students will achieve the goal set forth above.

- A greater percentage of KIPP Academy Lynn students who have been enrolled in the school for at least two years will achieve at the performance standard of “Proficient” or above on both the eighth grade Science MCAS Exam when compared with their peers at *Lynn Public Schools* and the *Massachusetts* state average for their peers.

2005-2006 Performance: Not yet applicable.

Is the School Faithful to the Terms of its Charter?

Goal 5: KIPP Academy Lynn will create an environment where the students of Lynn will develop the academic skills, intellectual habits, and character traits necessary to maximize their potential in high school, college, and the world beyond.

School Culture Measures:

- Behavior expectations will be clearly articulated through the use of SLANTing (Sit up straight, Listen, Ask and answer questions, Nod your head if you understand, and Track the speaker) and signage in every classroom.

2005-2006 Performance: All classrooms displayed signage on the walls to remind students of the primary cultural tenets of KAL, including “No Shortcuts. No Excuses.” and “All of us WILL Learn.” Students were held accountable for SLANTing, learning to be active listeners and participants in the classroom. Students also were taught the work ethic of going beyond basic expectations with the addition of “Ganas” on most assignments. Ganas is an opportunity for students who understand the basic concepts to go beyond expectations with a more difficult application of the concept. Teachers used Ganas to challenge students at their own levels.

- Weekly Songfests will celebrate *academic skills, intellectual habits, and strong character traits.*

2005-2006 Performance: At the end of every Friday afternoon, students dressed in business attire shared songs celebrating the topics they had covered in classes and the culture of KIPP. Song lyrics designed by KIPP teachers and brought in from other KIPP schools included topics such as multiplication tables, geometry, reading, map types, the equator, and oceans of the world. Songfest concluded with “shout outs” to thank teammates for helpful actions throughout the week. These positive emotions closed out our school week.

- In order to better understand the goal-setting process and the feeling of successful goal achievement, students will work with advisors to set goals that will be reviewed and evaluated at least twice per year.

2005-2006 Performance: In weekly advisory meetings, students met with approximately ten other classmates and a staff member to discuss specific goals for the week and review the results of the prior week's goals. Students used their paychecks as feedback on where to focus their efforts in the classroom.

- 100 percent of parents/guardians and students will sign the Commitment to Excellence contract, setting the standard for behavior and expectations for parents and students at KIPP Academy Lynn.

2005-2006 Performance: All of KAL parents and students signed the Commitment to Excellence contract. As necessary, the contract was used to remind parents and students about their agreement and responsibilities, realigning all parties to the expectations of KIPP Academy Lynn.

Paycheck Measures:

- 60 percent of students who have been at KIPP Academy Lynn for two academic quarters or more will earn an average of 35 KIPP dollars (out of 50) or more on their weekly paychecks.

2005-2006 Performance: After being at the school for two academic quarters and understanding school expectations fully, 67 percent of our students earned an average of 35 KIPP dollars or more on their weekly paychecks.

- 60 percent of students who have been at KIPP Academy Lynn for two academic quarters or more will earn the opportunity to participate in the field lessons and trips.

2005-2006 Performance: Over the course of the year, we took more than twenty-five field trips. Some field trips served as rewards for strong classroom behavior, and others were academic in nature. All students participated in academic field trips, while quarterly incentive trips were earned as a reward for a paycheck average greater than 35 KIPP dollars. Incentive trips included, but were not limited to: Six Flags Amusement Park, Show Case Cinema, Russell's Orchard, Roller World, bowling, area beaches, and parties for Halloween and Valentine's Day. Our average attendance at each of these reward trips was 65 percent. Academic field lessons have included visits to Project Adventure, Plymouth Plantation, and Boston Museum of Science. Serving as the ultimate reward for hard work and good behavior, most of the Class of 2013 (fifth graders) spent a week in Washington D.C. visiting over fourteen museums and monuments. Similarly, sixth grade students spent 10 days in Utah, camping, hiking, rock climbing, whitewater rafting, exploring the national parks, and challenging themselves.

- At least 60 percent of the grade-level cohort will earn the end-of-year trip.

2005-2006 Performance: Forty (49 percent) of the fifth grade students earned the end-of-the-year trip and traveled to Washington, D.C. for six days visiting monuments, museums, and Georgetown University. The parents of four students chose not to send their child to Washington, D.C. because of age. Forty-one (51 percent) of the fifth grade students did not earn the end-of-the-year trip.

Thirty-three (47 percent) of the sixth grade students earned the end-of-the-year trip and traveled to Utah for ten days. The parents of three students chose not to send their child to Utah. Thirty-seven (53 percent) of the sixth grade students did not earn the end-of-the-year trip.

We have established a task force to examine our paycheck measures and determine if we have established expectations and rewards that are attainable for our students. We are investigating paycheck measures used at KIPP schools nationwide in order to devise a system that continues to hold our students to high behavioral and academic expectations while allowing them to earn the enriching and rewarding end-of-year trips that are an important component of the overall KIPP Academy Lynn experience.

Goal 6: KIPP Academy Lynn will provide more time for students to be engaged in their learning.

Schedule Measures:

- The regular (non-summer) school day will be from 7:25 a.m. to 5:00 p.m. Monday through Thursday and 7:30 a.m. to 4:00 p.m. on Friday.

2005-2006 Performance: School hours were adhered to strictly.

- Saturday school will take place an average of twice per month during the regular school year.

2005-2006 Performance: Students attended 16 Saturday school days, during which they participated in tutoring sessions, art classes, sports games, and step dance sessions.

- Attendance at the annual mandatory summer school will be 90 percent or better for all students.

2005-2006 Performance: Summer school ran from July 11 to July 29th. All students are required to attend summer school. Our attendance rate was 96%.

Goal 7: KIPP Academy Lynn teachers will be recognized as professional educators committed to continuous learning and professional development.

Professionalism Measures:

- Teachers will be reviewed and evaluated semi-annually.

2005-2006 Performance: Teachers received both mid-year and end-of-year evaluations providing feedback on their instruction, management, and discipline methods.

- Goal-setting meetings will be conducted with teachers on a semi-annual basis.

2005-2006 Performance: At the beginning of the year, all teachers sat down with Principal, Josh Zoia to establish specific goals for their professional growth. These goals were then formally discussed and reviewed at the end-of-year meetings between Mr. Zoia and the teacher.

- 100 percent of teachers will write detailed, standards-based lesson plans daily.

2005-2006 Performance: The value of thorough, well-developed lesson plans was a theme in much of the professional development for teachers. Teachers focused on continuously improving their lessons, teaching to multiple learning styles and levels, and providing exciting, fun lessons every day.

Continuous Learning and Professional Development Measures:

- 100 percent of the faculty at KIPP Academy Lynn will participate in a minimum of 100 total hours of internal and external professional development.

2005-2006 Performance: Internal KIPP professional development (PD) was attended by the entire staff and includes 30 hours at KIPP Summit in Nevada (national professional development for all KIPP staff nationwide), 80 hours of summer professional development at KAL, 40 hours of PD during the year, and 16 hours at a KIPP conference, for a total of 166 internal PD hours. Our staff also sought outside professional development; for example, teachers attended a Special Education conference in Denver, Colorado and an English Language Arts conference at the University of Virginia. In addition our staff visited other KIPP schools in D.C. and New York.

- An annual staff retreat will be held to foster teamwork and school culture.

2005-2006 Performance: This year's retreat was held over two days in early August for new and veteran staff members. Staff reviewed the school culture and focused on planning for year 2. Planning for year two was also conducted at the annual KIPP Summit held in Las Vegas, Nevada.

- 100 percent of KIPP Academy Lynn teachers will be deemed highly qualified.

2005-2006 Performance: All eight of our academic instructors have taken and passed the MTEL exams in their field.

Goal 8: Students at KIPP Academy Lynn will be consistently reminded and encouraged that they are on the path to college.

College-Focused Measures:

- Every student, at least once per year, will participate in a school-organized college visit.

2005-2006 Performance: Students visited Boston University, Georgetown University, and Harvard University.

- At least once per year, every student will participate in a school-organized college preparatory high school visit.

2005-2006 Performance: Fifth grade students visited Governor Dummer Academy and sixth grade students visited Phillips Academy Andover.

- Student homerooms will be identified by the college name of a staff member and the year that they will commence college.

2005-2006 Performance: The homerooms this year included University of Pennsylvania, Berkeley, Virginia Tech, Baylor University, Purdue, and Notre Dame. Fifth grade students are identified as the Class of 2013 in conversation and on their t-shirts, as 2013 is the year they will go to college. Similarly, sixth grade students are known as the Class of 2012.

Is the School a Viable Organization?

Goal 9: KIPP Academy Lynn will maintain sound organizational viability by maintaining strong parental support and commitment to the school.

Communication Measures:

- 95 percent of parents will read, sign, and return their child's weekly paycheck.

2005-2006 Performance: Parents were also held accountable for their role in ensuring that their child is behaving properly and ready to learn in classes. All parents signed their child's paycheck, and in the rare situations that this was not possible, children called their teachers to let them know the situation and when it would be signed.

- 100 percent of parents will participate in at least one conference at the school.

2005-2006 Performance: Each quarter parents came to the school to sign for their child's report card and meet with the teachers to discuss their child's personal situation, successes, and challenges.

Attendance Measures:

- Each year the average daily attendance rate at KIPP Academy Lynn will meet or exceed 90 percent.

2005-2006 Performance: Average daily attendance for 2005 was 98 percent. Twenty-four students (16 percent of the student body) had 100 percent attendance.

Parent Survey Measures:

- 70 percent of KIPP Academy Lynn parents will return an annual parent survey, in which over 80 percent of responding parents will grade the school's effectiveness in communicating with parents, and teacher effectiveness at a 4 (satisfied) or higher on a scale of 5 (very satisfied) to 1 (very unsatisfied).

2005-2006 Performance: 90 percent of the parents responded to our annual survey at the end of the year. The responses were positive and reinforced that KIPP Academy Lynn is on the right track.

Overall KIPP Program

- 96% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with the overall quality of education their child is receiving.
- 95% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with overall classroom instruction.

Communication

- 95% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with teacher communication with the family.
- 89% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with office communication with the family.
- 77% of parents communicate with their child's teachers about their performance "sometimes" or "often."
- 76% of parents feel very welcomed or slightly welcomed when visiting the school.
- 55% of parents attended 3-4 parent-teacher conferences last year, while 25.4% attended 1-2 conferences.

Progress and Feedback

- 90% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with the quality of homework assignments given to their child.
- 58% of parents feel that their child spends the “right amount” of time on homework; whereas 35% of them feel the homework is “too much.”
- 93% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with their child’s progress at KIPP.
- 86% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with the quality of feedback on their child’s performance.

Principal’s Leadership

- 92% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with the principal’s leadership.

Family Involvement

- 89% of parents “sometimes” or “often” listen to their child read aloud or read aloud with their child
- KIPP Academy Lynn parents are interested in the following programs:
 - Family Reading Program: 18%
 - GED Program: 17%
 - Parenting Classes: 16%
 - English Language Learner Classes: 25%
 - Computer Training: 47%
 - Health Services: 21%
 - Budgeting and Money Saving Classes: 33%
- Parents were also interested in volunteering at the school in various ways, including:
 - Office help: 24%
 - Volunteer Coordinator: 12%
 - School Repairs: 17%
 - Painting/Artwork: 14%
 - Fundraising: 27%

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don’t Know
18. My child likes KIPP.	47%	35%	8%	3%	7%
19. My child is not bullied or harassed at school.	42%	34%	10%	5%	9%
20. The school staff explains how I can help my child at home.	43%	39%	10%	3%	5%
21. The school staff encourages my child to work hard and be nice.	68%	29%	1%	1%	1%
22. The school staff treats my child fairly.	44%	35%	9%	3%	9%
23. When I come to the school people are friendly and helpful.	58%	35%	5%	1%	1%

Parent Survey**Comparatively**

- 88% of parents feel that their child is somewhat challenged, challenged, or very challenged at KIPP Academy Lynn when compared to their child’s prior school.

- 93% of parents feel that KIPP Academy Lynn is better or much better, in terms of overall quality of education for their child, than their child's last school.

89% of parents would recommend KIPP Academy Lynn to another family.

Enrollment Measures:

- Each year the school will demonstrate community support by filling at least 95 percent of available seats prior to the start of the academic year.

2005-2006 Performance: The academic school year began at 98 percent capacity, with 78 of our 80 available seats filled. Within the first week, we were at 100 percent capacity.

Parent Involvement Measures:

- 80 percent of KIPP Academy Lynn families or guardians will attend a school-sponsored event over the course of each year.

2005-2006 Performance: On report card evenings all but five families came to the school to talk to teachers and Principal, Josh Zoia resulting in over 97 percent attendance. For our special Holiday Party and End-of-Year Celebration and Performance, we had over 200 attendees.

Goal 10: KIPP Academy Lynn will maintain sound organizational viability by demonstrating sound fiscal and administrative practices.

Budget Measures:

- Both actual and proposed budgets for each school year will show effective allocation of resources to ensure valuable school program development.

2005-2006 Performance: In collaboration with the Board of Trustees, KIPP Academy Lynn's leadership team designed a formal working budget, aligning its educational priorities with the practical financial constraints of operating the school. While making appropriate allowances for normal school expenses such as teacher salaries, rent, and instructional materials, KAL's team also made allowances for "more time" expenses such as field trips and extra programming during 15 days of Summer School and 16 days of Saturday School. KIPP Academy Lynn's team projected a balanced budget and met its annual financial targets.

- A balanced budget will be approved annually and reviewed by the Board of Trustees on a monthly basis.

2005-2006 Performance: KIPP Academy Lynn's board approved a balanced annual budget and reviewed the comparison of the actual and projected financials monthly to ensure KAL's adherence to its financial plan. For the year, KIPP Academy Lynn spent less than its budget allowances and exceeded its revenue targets.

Balance Sheet Measures:

- Annual balance sheets will show that the school is fiscally sound and maintains adequate cash reserves.

2005-2006 Performance: KIPP Academy Lynn's year end balance sheet demonstrates a sound financial position with more than \$660,000 of cash reserves.

Audit Measures:

- Annual submission of audited financial statements will demonstrate that the school is prudent with public resources.

2005-2006 Performance: KIPP Academy Lynn's financial audit, conducted by the accounting firm Alexander, Aronson, Finning & Co., demonstrated the school's strong financial position, resulting in a clean audit.

Goal 11: KIPP Academy Lynn will maintain sound organizational viability by demonstrating sound governance.

Board Participation Measures:

- 100 percent of KIPP Academy Lynn Board of Trustees members will contribute to the organization annually, through financial and/or in-kind donations.

2005-2006 Performance: All of the members of our Board of Trustees have donated their time, energy, experience, and/or money to support KIPP Academy Lynn.

- The Board of Trustees will hold an annual retreat for the purpose of reviewing organizational strategy.

2005-2006 Performance: The retreat held on October 29, 2005 focused on long-term goal setting for board governance, community development, fundraising, and facilities plan. The Board also spent time finalizing board rules and responsibilities.

Board Meeting Measures:

- At least 90 percent of KIPP Academy Lynn Board of Trustees meetings will have a quorum.

2005-2006 Performance: All of our Board of Trustees' meetings to date have had a quorum.

- KIPP Academy Lynn Board will comply with board-approved bylaws and maintain written minutes for all meetings.

2005-2006 Performance: The Board of Trustees has both developed and followed its bylaws. Thorough minutes have been kept at each of the meetings.

School Profile

Educational Philosophy

To succeed in our mission as stated on page 5, KIPP Academy Lynn has created a safe, structured school with rigorous academics and strict discipline, provided 78 percent more instructional time, hired only dedicated teachers and administrators, and taken exciting field trips.

Hallmarks of KIPP Academy Lynn's Standard of Excellence

KIPP's success across the country can be attributed to the following formula:

More Time + Strict Discipline + High Expectations + A Supportive Staff + Fun = Success
--

KIPP Academy Lynn's success is measured by how well we have adhered to these tenets.

More Time

- **Longer School Day and Saturday School.** Students spent 78 percent more time learning than their peers at Lynn Public Schools. Our school day runs from 7:25 a.m. – 5:00 p.m. Monday through Thursday; 7:25 a.m. – 3:00 p.m. on Friday; and Saturday School is from 9:00 a.m. – 1:00 p.m. approximately twice a month.
- **Summer School.** All students attended a three-week mandatory Summer School in July 2005. Entering fifth graders and the newly promoted sixth and seventh graders will also participate in Summer School in July 2006. Summer School is a time to introduce new students to the rigorous expectations of KIPP, acclimate students to new teachers, and ensure that everyone is on the same page and learning every day.
- **More Daily Instruction.** Students spent 120 minutes each day learning mathematics and 120 minutes on language arts topics. Students had 60-minute periods of science and social studies daily.

Strict Discipline

- **Well-Defined Behavior Management System.** KAL employs a strict, consistent “paycheck” behavior management system of incentives and consequences. Student behavior and organization skills are evaluated and recorded every period of every day. Teachers look for the application of our character virtues in the specific words, actions, and daily habits of our students. We cultivate these strong character skills by reinforcing positive behavior with KIPP dollars and reducing paychecks for discipline and homework issues. Teachers notate student behavior after each period and use a rubric to assign a score at the end of the week.

KIPP dollars (K\$) are not real money. The term “dollar” is used to remind the students that the points are valuable. While a student can earn up to K\$50 each week, a minimum of K\$35 on his or her paycheck tells a parent that the student is meeting the minimum behavioral and homework standards required by the school.

Students are able to buy school supplies and toys with their KIPP dollars at the school store. As everything at KIPP is earned, students must maintain a quarterly average of K\$35 in order to attend school “Paycheck Trips.” Similarly, a student’s yearly paycheck average is used to determine if s/he earns the end-of-year trip, which was to Washington D.C. for the fifth grade class and Utah for the sixth grade class.

- **Paycheck Center.** If students do not do their homework, they spend lunch in “Paycheck Center” (lunch detention) completing it. If they score below K\$30 on their paycheck for the week, they will spend the following week in Paycheck Center to ensure that their work is completed.

High Expectations

- **College Focus.** From the first moment of the first day that students walked into KIPP Academy Lynn, college was the goal. This goal is relentlessly reinforced every day. Student classes are named after staff members’ colleges. Grade cohorts are known as the Class of 20XX, which is explained as the year they will go to college, not the year they graduate from high school. In addition, we have hosted numerous student speakers from KIPP New York who are attending boarding schools, and we have visited Governor Dummer Academy, Phillips Academy Andover, Boston University, Georgetown University and Harvard University.
- **Rigorous Curriculum.** Our curriculum is designed to prepare all graduates for the most competitive high school programs within the North Shore and across the state, region, and U.S. The standards are

rooted not only in the state frameworks, but also in rigorous KIPP eighth grade exit standards that have been successful in preparing dozens of KIPP alumni for schools such as Phillips Andover, Milton Academy, Concord Academy, and Saint Mark's School. Although 88% of all KIPP alumni come from families that live below the poverty line, over 90% of KIPP students are offered scholarships to attend these challenging high schools because of the rigorous curriculum and character education they received at KIPP.

A Supportive Staff

- **Meticulously Planned Lessons.** KAL's team of outstanding teachers has used a teacher-developed, lesson plan template to craft their daily, standards-based lesson plans. This format includes the following components: the lesson's aim, 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, direct instruction, guided practice, individual practice, and homework assignment. In order to ensure that students understand the objective of the class and the path that will be taken to achieve the goal, each classroom teacher writes the aim and agenda on the board each day. At the end of the day, teachers review the current day's lesson and record what worked well and what they would change for future years. All teachers are provided laptops on which to write and prepare their lesson plans.
- **Varied Instruction.** Students process material in a variety of learning styles. All lesson plans incorporate auditory, visual, and kinesthetic activities in order to meet the individual needs of all students. For example, students in math class learning about the customary system of liquid measurement used their bodies, sang, and drew pictures to remember the conversion of two cups into a pint and so forth.
- **Relevant to Students.** Teachers take into consideration the interests and cultural backgrounds of our students in an effort to ensure that all instruction is relevant to their lives. In order for students to better understand and appreciate the Hispanic and Native American cultures, the Social Studies team initiated their history education lessons with a unit on Mayan, Incan, and Aztec cultures. To increase their excitement and aid in their understanding of the cultures, the students often acted out or created projects on various historical characters.
- **Homework and Personal Support.** There is no excuse for having incomplete homework, and teachers expect students to call them with questions or emergencies. Each teacher carries a cell phone so that students may call him or her until 10 p.m. for help. Students and parents are expected to call with any questions or concerns, as communication between the school and parents is integral to maintaining a strong family community committed to the education of our youth.
- **Willingness to Take the "Extra Step."** As our students work long hours, similarly our teachers keep a hectic schedule. On average, KAL teachers are at the school twelve hours per day. They spend many evenings meeting with parents and visiting homes. Often their vacations and weekends are spent preparing for their classes and at the school working with students.
- **Daily Tutoring.** Students meet in small tutoring groups organized by ability level for one hour four days per week. During this time, students are able to receive extra help in the classes in which they struggle.
- **Weekly Advisory.** Every staff member is assigned a group of ten students with whom they meet weekly to track individual academic, social, and emotional progress. As the conversations are often quite personal, students must trust each other to be comfortable sharing their problems and concerns. Together the students help each other resolve a situation. Advisory ensures that no student "slips through the cracks."

- **Teachers Supporting Teachers.** It is integral to the success of KIPP Academy Lynn's students that every teacher is on the same page, consistent with behavioral, special education, and instructional methods, and aware of students' personal situations. Formal and informal communication systems are used to meet this goal. With a small staff, teachers informally share ideas and brainstorm instructional and management techniques. Communication was formalized in the form of Thursday "Paycheck" meetings and Friday staff meetings. At paycheck meetings teachers review each student's behavior and successes and also consider strategies for resolving situations and facilitating learning. Friday staff meetings were spent on more strategic, school-wide, policy making discussions. As the school grows each year, it will be important to focus time and energy on creating more formal communications methods to ensure consistency and information sharing.
- **Professional Development.** KAL teachers participated in many diverse development opportunities in 2005, which are outlined in detail in the Accountability Plan Results on page 12.

Fun

- **Engaging Lessons.** Ten hours is a long day for students. In order to keep students engaged and excited about learning, KAL teachers create interactive lessons that address different learning styles and teach the material in a way that is relevant to students' lives.
- **Enrichment opportunities.** Each afternoon, students participate in a one-hour "Enrichment" period in classes such as Art, "Step" Dance, Gospel Choir, and Sports. Enrichment is an earned opportunity for the students to express themselves and grow as individuals. In particular, our Step Team has taken on a life of its own, performing at two school assemblies and on the first day of the 2005 Summer School.
- **School Spirit.** Every Friday afternoon, students and faculty participate in a school-wide assembly called Songfest, celebrating student successes and singing the school's academic and spirit songs. Songfest is described in detail on page 9.
- **Field Lessons.** KAL students have taken over 25 trips out of school this year. Refer to page 10 to learn more about our field lessons.

Success

Each of the above factors is an input into our Formula for Success that when combined result in the success of our school and students. A few of these achievements are highlighted below, but a more detailed analysis is provided in the Accountability Plan and Results, beginning on page 6.

- **Testing.** As a second year school, we look forward to receiving our first English Language Arts and Math MCAS results to demonstrate the academic strides we know our students have achieved. Our fifth graders also took the Stanford 10 in August 2005 and May 2006. The results of the exam are outlined in the Summary of External Standardized Test Results, beginning on page 21.
- **Limited Student Attrition.** At the end of the 2005-2006 school year, 95% of the students who began in September remained. This is a very low attrition rate for a charter school.
- **Returning Staff.** We are very blessed to have a dedicated staff. All except for one of the eight founding staff members will return for a third year.
- **New Students.** 100 new students have enrolled to enter KIPP Academy Lynn as fifth graders for the 2006-2007 academic year.

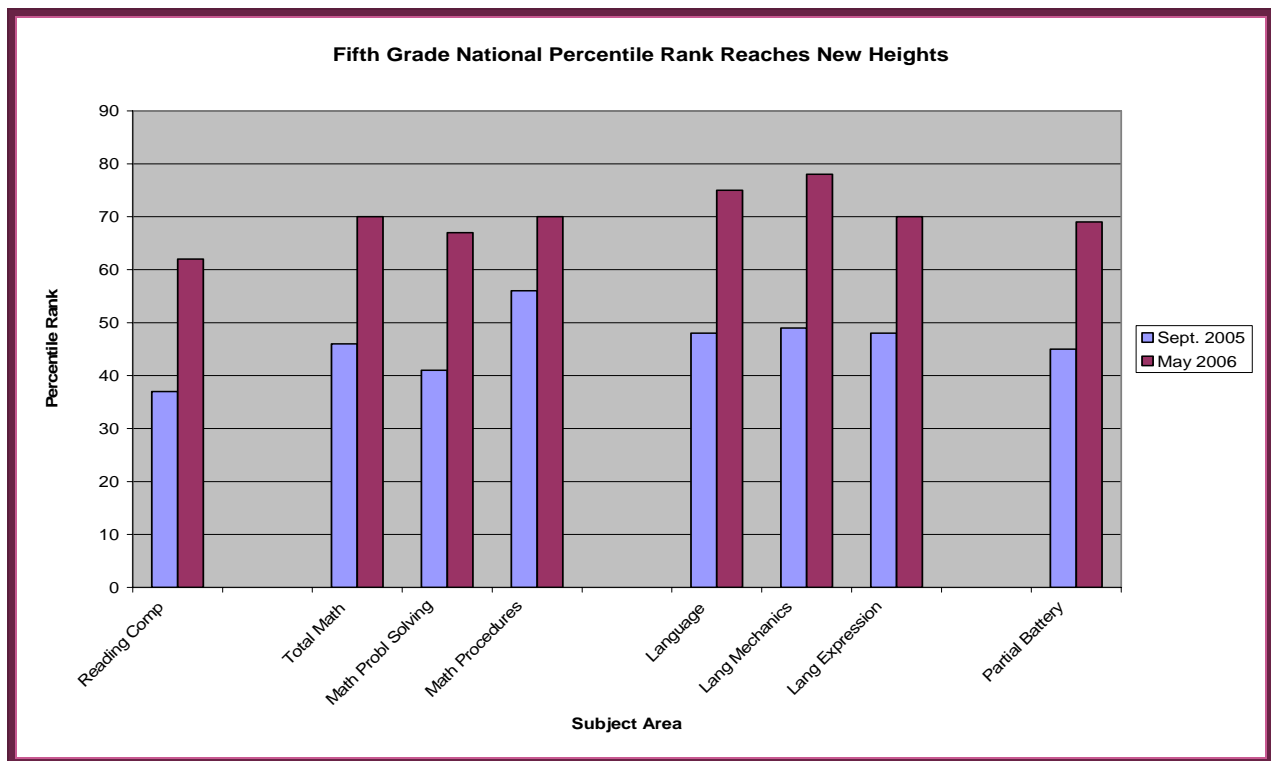
Summary of External Standardized Test Results

An important tool for analyzing our students' growth over time is the Stanford10 Exam. The sixth grade benchmark Stanford 10 exam was taken in August 2004 (as fifth graders) after two months of instruction by KIPP staff members. The follow-up exams to evaluate the progress of the Class of 2012 were administered in May 2005 and May 2006. Although we were confident in the enormous improvement in our students, it is exciting to see data that supports our conclusions. We are proud of our students' success.

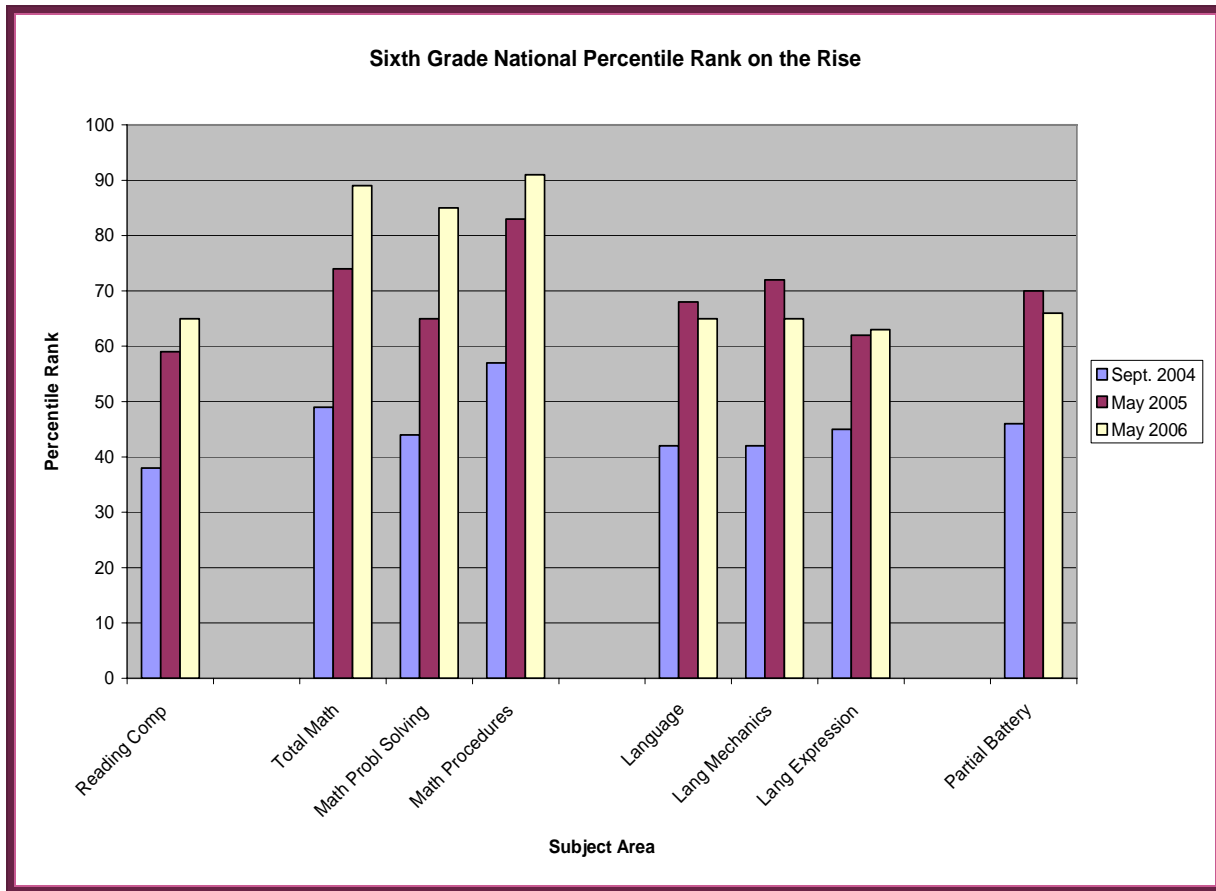
Similarly, our current class of fifth graders (2013) took the Stanford 10 as new students at KIPP Academy Lynn in September 2005 and again to measure their one-year progress in May 2006.

Specific details on the results of each of the Stanford 10 exams are included in Appendix 1, but the following graphs and narrative summarize the overall growth for our first class of 5th graders (2012) and the Class of 2013.

National Percentile Rank (NPR) is often used by schools and parents to compare student results to a norm (reference) group of same-grade students who took the Stanford 10 at the same time. This is a common measurement used by schools and parents, and in our case, the data demonstrates substantial improvement for the Class of 2013 and the Class of 2012.



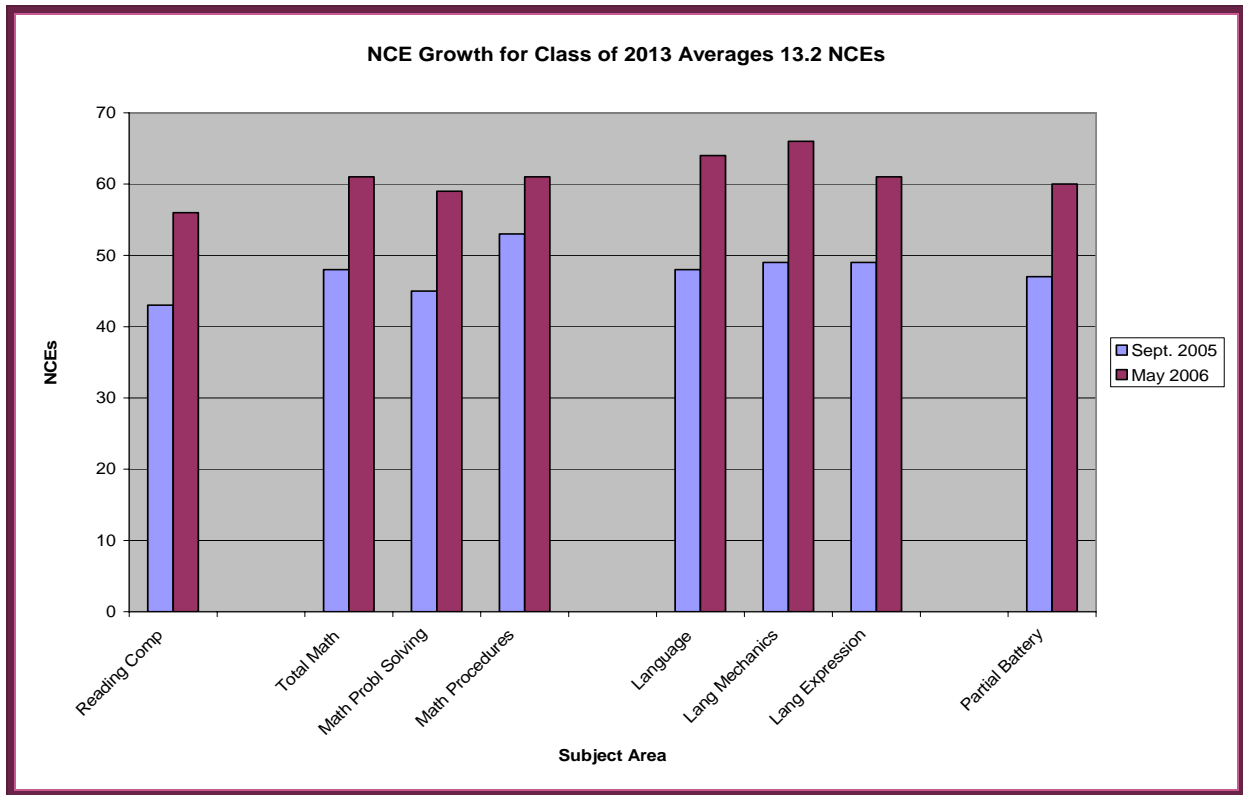
5th grade national percentile rank reaches new heights



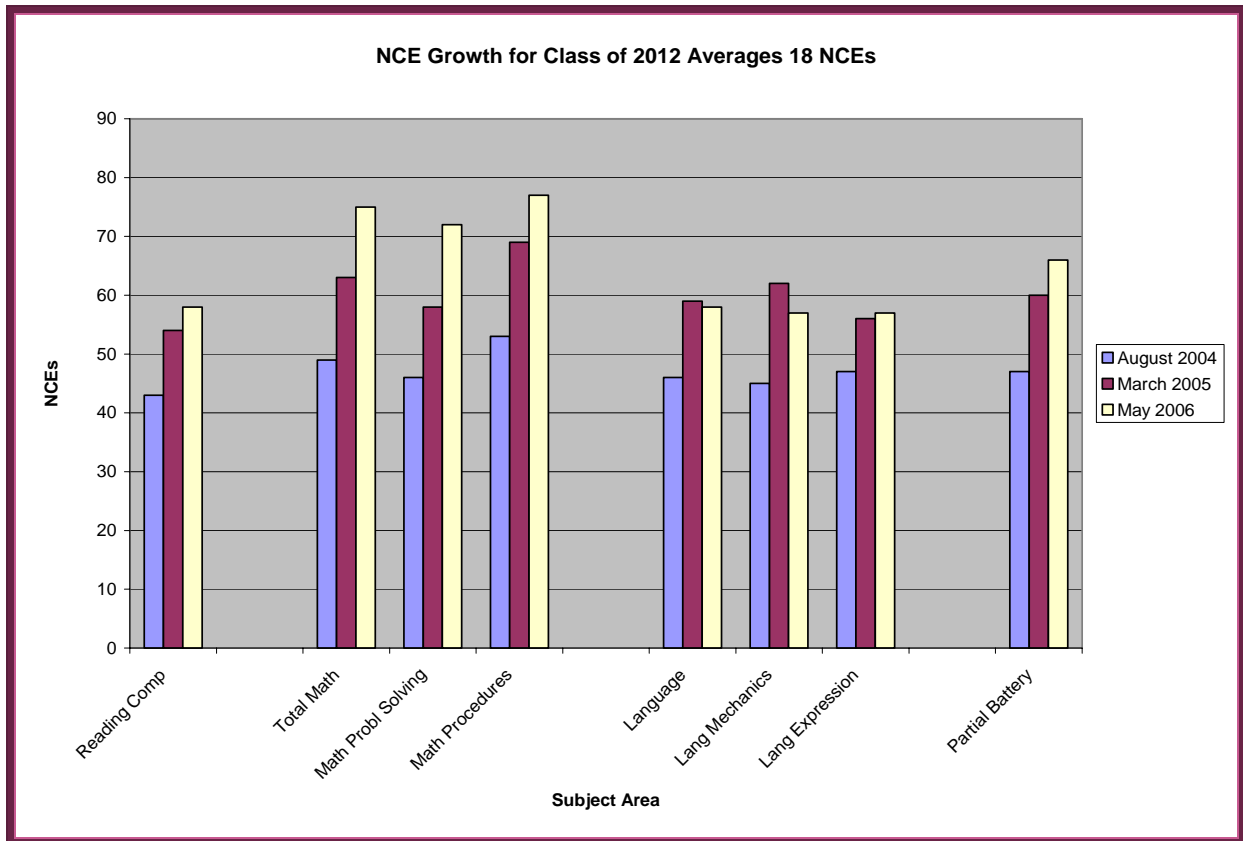
6th grade national percentile rank on the rise

A preferred approach of analyzing the data is to consider Norm Curve Equivalents (NCEs). NCEs are a direct conversion of percentile rank into a normal curve equivalent of 99 equal measures. NCEs are best used to compare *aggregate* student growth and help us understand the improvement of the Class of 2012 and the Class of 2013. When tested in September 2005, the Class of 2013 scored from 43.0 NCEs (Reading Comprehension) to 53.1 NCEs (Math Procedures). In May 2006 the Class of 2013 scored from 56.6 NCEs (Reading Comprehension) to 66.4 NCEs (Language Mechanics). The average increase was 13.25 NCEs.

When tested in August 2004, the Class of 2012 scored from 43.5 NCEs (Reading Comprehension) to 53.6 NCEs (Math Procedures). In May 2006 the Class of 2012 scored from 57.3 NCEs (Language Expression) to 77.9 NCEs (Math Procedures). The average increase was 18 NCEs.



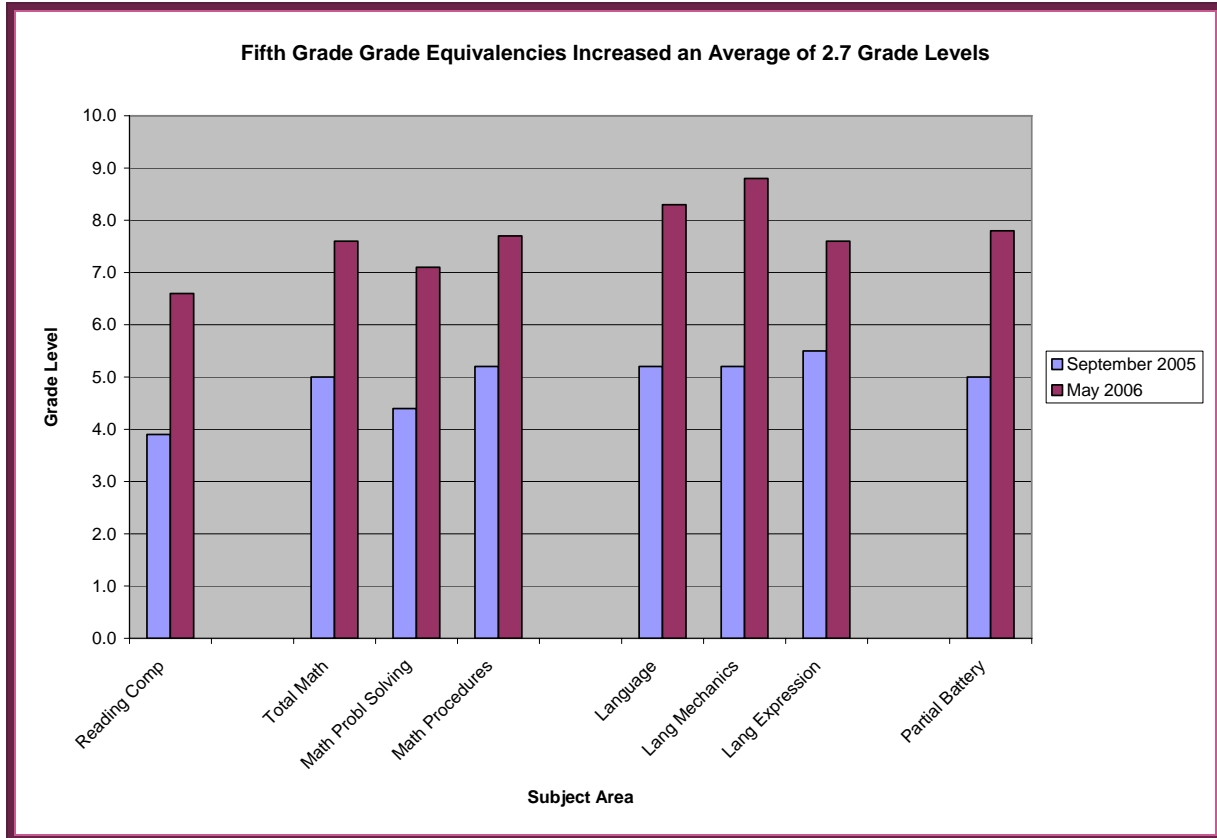
NCE Growth for Class of 2013 Averages 13.2 NCEs



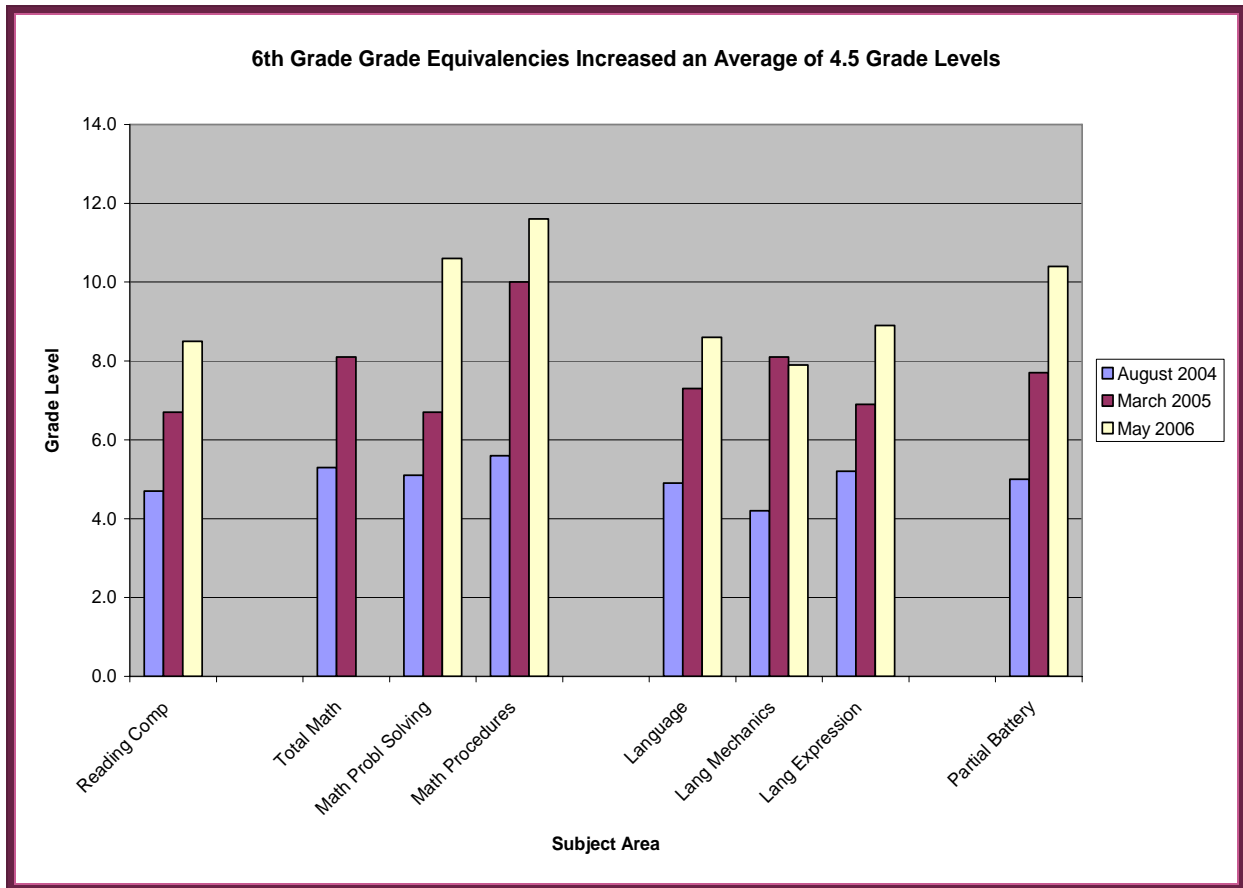
NCE Growth for Class of 2012 Averages 18 NCEs

Grade level equivalency is a challenging measurement tool. A grade equivalency of 7.9 on a sixth grade Stanford 10 test signifies how a seventh grader in his/her ninth month would perform on the sixth grade test questions. In our case, we will only use it to depict how our fifth and sixth graders have improved since joining KIPP Academy Lynn. When tested in September 2005, the Class of 2013 grade equivalency ranged from 3.9 (Reading Comprehension) to 5.5 (Language Mechanics). Impressively, after eight months of instruction, the grade equivalency increased between 2.1 (Language Expression) to 3.6 (Language Mechanics) grade levels.

When tested in September 2004, the Class of 2012's average grade equivalency ranged from 4.2 (Language Mechanics) to 5.6 (Math Procedures). After two years of instruction, the grade equivalency increased by anywhere from 3.7 (Language) to 6.0 (Math Procedures) grade levels.

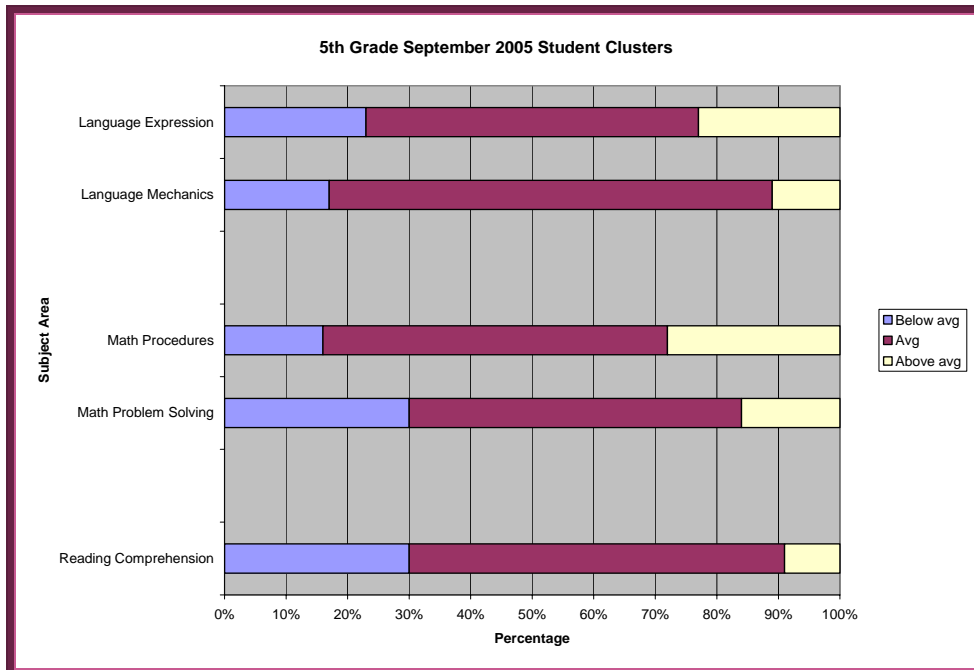


Fifth grade equivalency increased an average of 2.7 grade levels

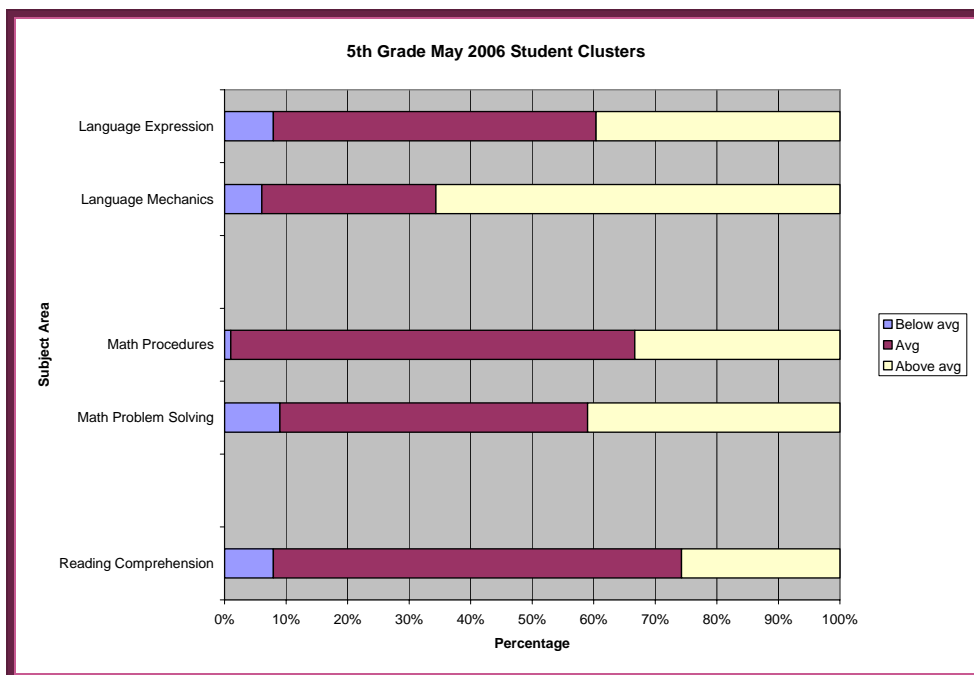


Sixth grade equivalency increased an average of 4.6 grade levels

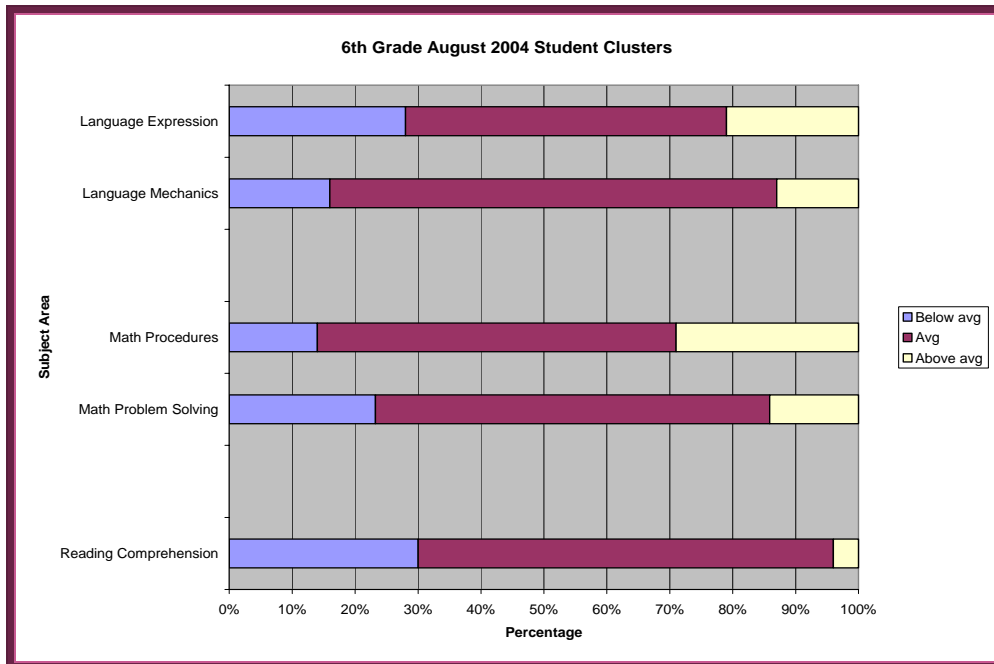
The most insightful view of student improvement is the shift of KAL students from *below average* to *average* and *above average*. Each of these graphs compares the over time change in the size of the *below average*, *average*, and *above average* student clusters for the Class of 2013 and the Class of 2012.



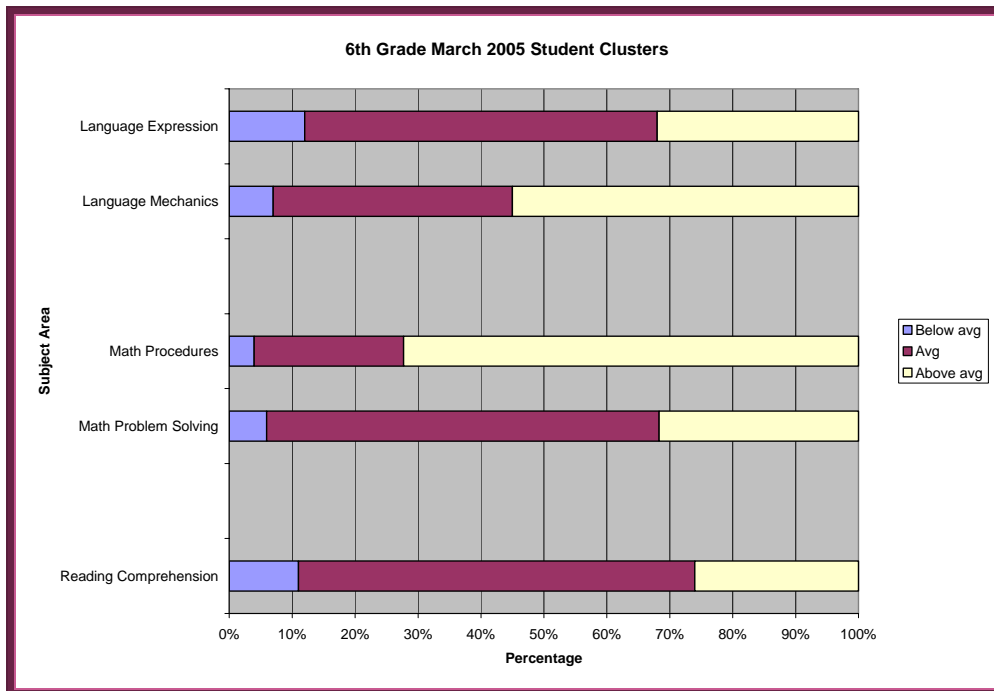
Fifth Grade September 2005 Student Clusters



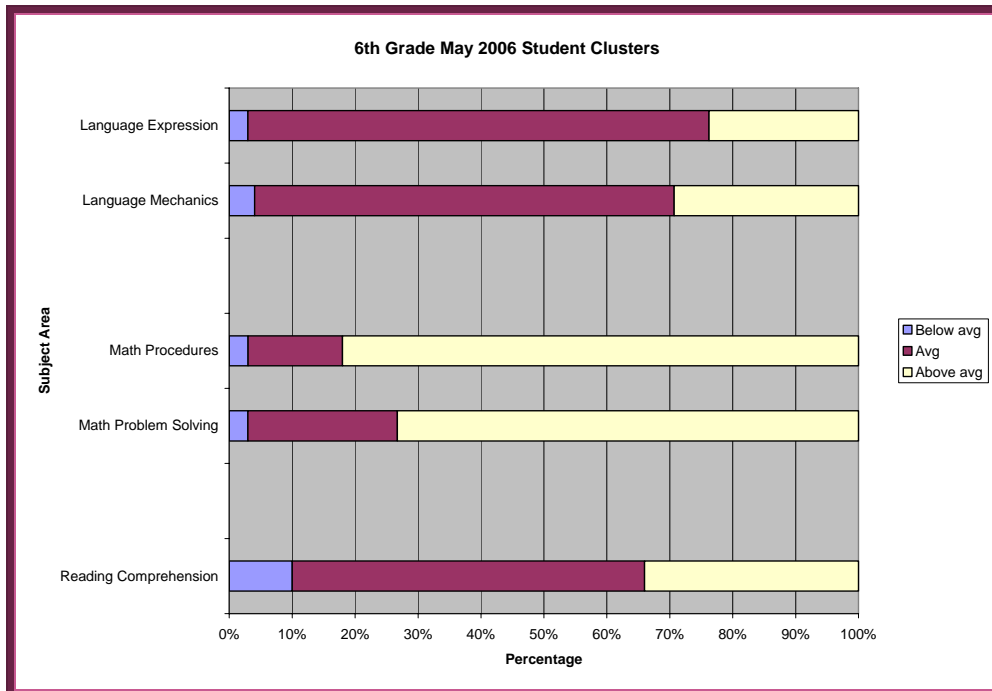
Fifth Grade May 2006 Student Clusters



Fifth Grade August 2004 Student Clusters



6th Grade March 2005 Student Clusters



6th Grade May 2006 Student Clusters

From these graphs, you see that the students in the *below average* cluster (blue) decreased, while the *above average* (yellow) group increased beyond what many would have considered possible in one year. On the September exam, an average of 23 percent of the Class of 2013 was considered *below average* (blue). By May, we had reduced the percent of students in the *below-average* category to 6.4 percent. Likewise, an average of 22 percent of the Class of 2012 scored below-average on the September 2004 exam. By March 2005, that number was reduced to 8.8%. Impressively, that number was reduced to 4.6% in May 2006.

At this time, MCAS results are available only for the 2005 Science & Technology Exam taken by fifth grade students in the Spring of 2005. Test results were as follows:

Science & Technology MCAS Exam	
Advanced	2.7%
Proficient	42.5%
"Passing"	45.2%
Needs Improvement	47.9%
Warning	6.8%

Science & Technology MCAS Exam

Internal Assessment Results and Process

- **Core Subject Tests.** Teachers developed and administered core subject examinations to assess student progress on a weekly basis.

- **Student Notebooks.** Developing strong organizational skills is an integral goal for our students. Student notebooks for each of the four core subject areas are evaluated and graded on a quarterly basis for completeness, neatness, and proper organization.
- **Unit Tests.** During the summer, the core subject instructional staff developed quarterly unit examinations. These examinations followed the scope and sequence for each course. Results from these examinations helped teachers identify which standards needed more classroom time and/or new instructional approaches. A final examination tested students in all standards for the year.
- **Projects.** Throughout the year, students completed independent and group projects that combined multiple learning goals and that required the student to complete work outside of the classroom. These projects not only assessed students' knowledge of classroom material, but also their ability to gather research and work with other students, which is an essential skill students must learn for success in rigorous high schools. Projects helped teachers assess each student's development in three of the school's seven virtues: Teamwork, Excellence and Self-Reliance. In science class, student projects included a three-dimensional solar system, an egg drop safety vehicle, and a three-dimensional model of the layers of the earth.
- **Daily Homework.** KIPP Academy Lynn students work hard; their day does not end when they leave the school grounds at 5:00 (or later at times). In general, students have 20 minutes of homework a night for each class, approximately two hours in total. Teachers review homework daily to assess each student's understanding of the material.
- **Class Participation.** As part of the planned school culture, students are expected to exhibit an adventurous spirit (one of the school's seven virtues) in classroom participation. Students are evaluated on how often they participate in class and how their individual contributions advance their classmates' learning. The results of their hard work show up on their weekly paychecks.
- **Paychecks.** Our behavior tracking system is explained in great detail in the "Strict Discipline & High Expectations" section on page 17.

Number of Instructional Days for 2005-2006

KIPP Academy Lynn students have attended 78 percent more school hours than their peers at Lynn Public Schools. They attended school for ten hours 177 days Monday through Friday, four hours on 16 Saturdays, and six hours for 15 summer school days, resulting in 1,924 hours of on-task instruction. Lynn Public School students attend six hours of class for 180 days, a total of 1,080 hours.

NCLB Report Card

Our No Child Left Behind Report Card also supports our students' successes and provides a brief summary of our staff. Please refer to it in Appendix 2 for more information.

Governance Profile

Board of Trustees

Board of Trustees			
Name	Affiliation	Beginning of Term	End of Term
Jennifer Davis, Board Vice President	Massachusetts 2020	March 2005	March 2008
Thomas Fredell, Board Member	IntraLinks	May 2006	May 2009
Miguel Funez, Board Member	Department of Public Works	March 2004	March 2007

Steve Mancini	KIPP Foundation	May 2006	May 2009
Maria Manzueta, Board Member	Girls Incorporated	March 2004	March 2007
Rod Smith, Board President	Retired Health Administrator	October 2005	October 2008
Ilene Vogel, Board Member	Boston Community Capital	April 2006	April 2009
Josh Zoia, ex-Officio Board Member	KIPP Academy Lynn		

Board of Trustees Members

For the detailed biographies of our Board of Trustees members please refer to Appendix 3.

Summary of Major Policy Decisions Made by Board of Trustees

- Approved Fiscal Year 2007 budget.
- Recruited and approved new board members, Rod Smith, Ilene Vogel, Tom Fredell, and Steve Mancini.
- Set Board of Directors goals for 2006-2007 at annual retreat.
- Approved extensive renovations to year-three space, adding modular classrooms.

Board of Trustees Meeting Dates

The Board of Trustees met regularly and monthly to build KIPP Academy Lynn's strategy throughout the charter-approval period and the inaugural year. To date, the Board of Trustees has met nineteen times. For fiscal year 2005, the board met on the following dates: July 25, September 8, October 21, November 21, December 19, January 10, February 10, March 31, April 24, May 8, and June 19.

Summary of Official Complaints Received by Board of Trustees

No official complaints were received by the Board of Trustees.

Student Profile

Student Demographics

KIPP Academy Lynn served 81 fifth and 70 sixth graders in the 2005-2006 year. The demographic profile of the students of Lynn Public schools versus the 2005-2006 KIPP Academy Lynn students is as follows:

Enrollment (2005-2006)			
	KAL	Lynn Public Schools	Massachusetts
Race/Ethnicity			
Caucasian	22%	36.3%	72.4%
African-American	27%	15.9%	8.3%
Hispanic	51%	36.1%	12.9%
Asian	0%	11.5%	4.6%
Native American	0%	0.3%	0.3%
Gender			
Male	45%	51.8%	51.4%
Female	55%	48.2%	48.6%
Selected Population Enrollment			
Limited English Proficiency	3%	18.8%	5.3%
Low-Income	89%	73.5%	28.2%
Special Education	19%	15.3%	16.5%
Total Count	150	14,067	957,511

Student enrollment demographics

Total Number of Applications Received

In total, 112 applications were received for grades five and six. We were able to accept 80 of these students into the school.

Student Attrition

At the end of the 2005-2006 school year, 144 of the 151 students who started in September remained. This represents a 5% attrition rate.

Expulsions and Suspensions

During the course of our second year, there were only four one-day suspensions and no students were expelled.

Staff Profile

Alison Bagg – Science and Social Studies Teacher

Ms. Bagg spent the last year teaching 8th grade U.S. history in Santa Barbara, CA. Prior to that she worked as an Outward Bound Instructor with Thompson Island Outward Bound's CHOICES program. Ms. Bagg graduated from Wesleyan University with degrees in economics, history, and philosophy and earned a Master's in Education and a credential to teach social studies at the University of California, Santa Barbara.

Katrina Bolstad – ELA Teacher

Mrs. Bolstad graduated from the University of San Diego with a degree in Diversified Liberal Arts and holds a multiple subject credential. She recently moved to Massachusetts from California where she spent two years teaching in a self-contained sixth grade classroom in San Diego. Additionally, she taught a multi-grade science lab. In addition to her time spent as a teacher, she served as the Board Liaison for a large non-profit in San Diego. She currently teaches sixth grade reading and writing.

Anna Breen – Mathematics Teacher

Ms. Breen taught middle school in the New York and Virginia for eight years. She taught science, math, and English at KIPP New York for five of those years. Her responsibilities included grade-level chair as well as staff developer. She graduated from Wellesley College with a degree in Environmental Science. She teaches fifth grade math.

Stephanie Coats – Science and Social Studies Teacher

Ms. Coats has spent the last two years teaching third grade in Lynnwood, California. In addition to her talents as a teacher, she has headed various intervention programs. Ms. Coats is certified in various subjects. She graduated with a degree in International Relations from Boston University and holds a Master's degree in Education from Loyola Marymount University. Ms. Coats teaches sixth grade science and social studies.

Monique Cueto - ELA Teacher

Ms. Cueto spent two years teaching a bilingual third grade classroom in Washington Heights, a neighborhood in New York. She is a native Spanish speaker. Ms. Cueto graduated with a degree in Government from Georgetown University and is fully certified with a Master's degree from Bank Street College. She teaches fifth grade reading and writing.

Carrie Fitzgerald - Mathematics Teacher

Ms. Fitzgerald spent two years teaching ninth through eleventh grade math in Phoenix, Arizona. During this time, she served as the Mathematics Department Chair and head soccer coach and initiated the National Honor Society Program. She holds a Bachelors of Business Administration from Notre Dame. Ms. Fitzgerald teaches sixth grade mathematics.

Ruthann Hatt - Registered School Nurse

Serving as KIPP Academy Lynn's school nurse is a challenging role, and we are lucky to have Ms. Hatt. Having received a B.S. in Nursing from Northeastern, she brings 30 years of nursing practice to KAL. Her experience includes substitute school nursing, operating room technology, nurse instruction, home care, traditional hospital bedside nursing, and experience with children with disabilities.

Juleby Hirsch - Director of Operations and Finance

Mr. Hirsch brings significant financial experience to KIPP Academy Lynn, having spent several years as an Investment Banking Analyst at SG Cowen Securities, as an Investment Associate at Advent

International Global Private Equity, and most recently as the Chief Operating Officer at New Leaders for New Schools' Principal Initiative. Prior to joining SG Cowen, Mr. Hirsch earned dual degrees in Business and Economics from the University of California at Berkeley.

Chris Jackson- Director of Development

Ms. Jackson's professional background includes two years in benefits consulting and three years teaching middle and high school history at a college preparatory charter school in Houston, Texas. She holds a B.A. in Business Administration and German from Baylor University and an M.B.A. from Rice University. KIPP Academy Lynn is an opportunity for her to apply both her teaching and business skills in an exciting and dynamic learning environment.

Nat Jones - Physical Education Teacher

Mr. Jones spent 3 ½ years in rural Virginia running special-education programs at the middle and elementary school levels. His students required modification for behaviors that were disruptive and/or dangerous enough for them to be removed from the mainstream student body. Eventually 43 percent of his students were mainstreamed back into the classroom. Mr. Jones graduated from Virginia Tech with a degree in history.

Breannan O'Higgins – Physical Education Teacher

Mr. O'Higgins brings nearly twenty years of teaching experience to the KAL team. Most recently he taught math for eleven years in Lynnfield, MA. Mr. O'Higgins was so impressed with the KIPP students that he encountered that he initially volunteered his time to work at the school. Eventually, Mr. O'Higgins officially joined the staff as a member of the physical education department. Mr. O'Higgins was educated in Ireland and holds Bachelor's degrees in Education, Economics, and Gaelic.

Tim Potts - Special Education Teacher

Mr. Potts taught self-contained high school special education classes in Indianapolis, Indiana prior to coming to KAL. At KIPP Academy Lynn, he has piloted our special education program, creating it from scratch. He serves as the Case Manager for 14 special-education students in an inclusion model, modifying instructional materials and providing push-in remediation. Mr. Potts has his B.A. in Special Education from Purdue University.

Dorothy Rone - Teacher's Apprentice and Dance Teacher

Ms. Rone graduated from Salem State College with a degree in Theatre Arts/Performance and a minor in Social Work. Ms. Rone has been involved with KAL from the beginning, helping recruit fifth graders and translating home interviews for Spanish-speaking parents. She began at KAL in 2004 as a dance instructor, joining as a full-time member of the team in 2005 to learn successful teaching models.

Joan Stein – School Social Worker

Mrs. Stein has over five years of experience working with culturally diverse and at-risk children and adolescents in a variety of settings including outpatient, residential and middle/high school levels. Her clinical experience includes play therapy, individual, couples, family and group treatment. She also has experience with on-call crisis intervention, providing supervision for staff, vocational counseling, and coordinating all social services in multi-cultural settings. She graduated with a Master's degree in Mental Health Counseling from Suffolk University.

Emily Stead - Special Education Teacher

Ms. Stead recently moved back to the northeast from New Orleans, Louisiana, where she taught special education at both the middle and elementary school levels. A graduate of Tulane University with majors in French and business; she is certified in K – 12 special education. She works predominantly with 5th grade, but also with 6th grade students.

Danielle Tsibulsky - Reading Specialist

Ms. Tsibulsky spent the last three years as a bilingual teacher and literacy coach in Houston, Texas. She has worked with struggling readers in grades K-5 and provided professional development for teachers in best practices for teaching reading. She graduated with a degree in Spanish from Tufts University.

Esther Vargas- Office Manager

A long-time Lynn resident, Ms. Vargas runs much of KAL's office, serving as parent contact, surrogate mother, and office coordinator for many tasks. Ms. Vargas knows everyone and maintains our relationships with Lynn. She epitomizes the heart of KIPP Academy Lynn, friendly and hard working.

Cynthia Weldon - Science Teacher

Mrs. Weldon has been in the education field for 15 years and has taught second through sixth grades, served as team leader for many intervention and curriculum development programs, and as Assistant Principal. A native Californian, she earned a B.S. degree in Economics from California Polytechnic and her teaching credential and Masters in Education Administration from National University. Ms. Weldon currently teaches fifth and sixth grade science at KIPP Academy Lynn.

Joshua Zoia - Principal, ex officio Board Member

Mr. Zoia taught middle school in the South Bronx for six years. He taught sixth grade science and history at KIPP Bronx for five of those years. Josh graduated from the University of Pennsylvania. In addition to his responsibilities as the KAL Principal, he teaches our "Life" class.

Summary of Classroom Qualifications

As you can see from their individual descriptions, our 8 instructional staff members are highly qualified, coming to the table with an average of five years of teaching experience. Each of our academic teachers (math, English language arts, social studies, and science) has taken and passed the state content (licensure) exams for their subject area. Classrooms had an average of 25 students per class.

Teacher Attrition

Only one teacher will not be returning to KIPP Academy Lynn for the 2005-2006 year.

Financial Profile

The following financial statements for the 2006 fiscal year are unaudited reports.

Fiscal Year 2006 Statement of Financial Position

As of June 30, 2006

ASSETS	
Cash	\$668,084
Accounts Receivable	17,412
Prepaid Expenses	12,967
Property and Equipment, net	<u>70,802</u>
TOTAL ASSETS	769,265
LIABILITIES AND NET ASSETS	
LIABILITIES	
Accounts Payable	2,178
Deferred Revenue - State & Federal	37,747
Deferred Revenue - Private Grants	22,129
Accrued Expenses	23,515
Other Current Liabilities	<u>17,671</u>
TOTAL LIABILITIES	103,240
NET ASSETS	
Unrestricted	<u><u>666,025</u></u>
TOTAL LIABILITIES & NET ASSETS	\$769,265

TOTAL LIABILITIES & NET ASSETS TOTAL

Fiscal Year 2006 Income Statement

For the year ended June 30, 2006

OPERATING REVENUE	
Federal and State Revenue	\$2,016,929
Federal Meals Program	85,765
Other Income	14,339
Total Operating Revenues	2,117,033
OPERATING EXPENSES	
Salaries and wages	1,007,089
Payroll Taxes	44,437
Fringe benefits	82,781
Advertising	9,159
Consulting & Outsourced Services	19,442
Dues and subscriptions	12,429
Field Lessons	98,649
Insurance	17,124
Legal and accounting	83,076
Facility - Renovations and Maintenance	157,886
Office - G&A	64,653
Postage and delivery	544
Printing and copying	5,478
Program expenses	10,543
Rent	173,976
Staff development	14,842
Student testing	14,839
Supplies	57,435
Student Food Service	103,882
Telephone & Communications	15,381
Textbooks & Instructional. Materials	30,012
Transportation	53,978
Uniforms	19,850
Depreciation	35,216
Total Operating Expenses	2,132,701
OPERATING PROFIT	-15,668
NON-OPERATING REVENUE	
Private Grants	340,079
Contributions	2,700
Total Non-operating Revenue	342,779
TOTAL CHANGE IN NET ASSETS	327,112
NET ASSETS JUNE 30, 2005	338,913
NET ASSETS JUNE 30, 2006	\$666,025

NET ASSETS JUNE 30, 2006

Fiscal Year 2007 Board-Approved School Budget

REVENUE

Federal and State Revenue	\$2,733,205
Federal Meals Program	132,240
Other Income	17,597
Total Operating Revenues	<u>\$2,883,042</u>
Private Sources	<u>177,000</u>
TOTAL REVENUE	\$3,060,042

EXPENSES

Salaries and Wages	\$1,372,823
Payroll Taxes	69,631
Fringe Benefits	146,405
Advertising	30,658
Capital Purchases	34,000
Consulting & Outsourced Services	14,245
Dues and Subscriptions	56,328
Field Lessons	65,736
Insurance	22,059
Legal and Accounting	61,751
Facility - Renovations and Maintenance	164,350
Office - G&A	8,844
Postage and Delivery	4,640
Printing and Copying	18,960
Program Expenses	12,320
Rent	225,959
Staff Development	33,300
Student Testing	24,032
Supplies	78,500
Student Food Service	161,542
Student Services	49,373
Telephone & Communications	26,015
Textbooks & Instructional Materials	37,829
Transportation	66,000
Uniforms	18,560
Contingency	<u>253,529</u>
TOTAL EXPENSES	\$3,056,849

SURPLUS

\$3,193

Fiscal Year 2007 Board-Approved School Budget

Dissemination Plan

We are relatively newcomers in the community of Lynn and initially experienced a difficult challenge establishing relationships given the charter school moratorium battle that took place last year on Beacon Hill. Nonetheless, we are making a sustained effort to be an active, supportive member of the local community. It is our goal to be visible, engaged, and inviting ambassadors through support of local programs and participation on the Lynn Community Connections Coalition, collaboration with Girls, Inc. and Boys and Girls Club of Curwin Circle, and offering Raw Art Work classes for our students. We have also held fundraisers for local nonprofits and Hurricane Katrina victims and clothing and food drives.

Visitors

We invite anyone to visit our school to see the hard work our students are doing every day. Taking no shortcuts and accepting no excuses, our students are proving that the possibilities are limitless. Over the course of our first two years, we have hosted more than 150 visitors to our school, including local business leaders, politicians, and educators.

Partnerships

Collaborating with the nonprofit world in Lynn was our lifeline coming into a challenging political environment. We have collaborated with the following organizations in the following ways:

- **Boys & Girls Club of Greater Lynn.** The staff of the Boys & Girls club actively recruited their members to attend KAL. We also held two recruitment events at their facility.
- **Compass IDA.** In partnership with KIPP Academy Lynn, Compass provides an financial and budgeting course coupled with an Individual Development Account (IDA), is a matched savings account designed to help parents save for homeownership, small business development, or postsecondary education.
- **Family and Children's Services of Greater Lynn, Project COPE, and Tri-City Mental Health.** These three agencies help support the social work needs of our students, providing services at our school as necessary.
- **Girls Incorporated.** The staff of the Girls, Inc. recruited their girls to attend KAL. In addition, the Girls Inc. Program Director, Maria Manzueta, sits on our Board of Directors.
- **Lynn Community Connections Coalition.** The Coalition's purpose is to provide services to the citizens of Lynn by connecting local organizations with each other. Recognizing that the Lynn community has a wealth of service organizations, we feel that partnering with the Coalition opens many doors for our parents and students in need.
- **Lynn Woods Park Service.** Our students went to Lynn Woods to volunteer their services to clean and maintain the trail.
- **My Brother's Table.** Our students held a holiday food drive bringing in over 800 cans and we often donate any additional lunch items that we may have to serve the Lynn families in need.
- **Red Cross.** Our students raised over \$2,660 for the Hurricane Katrina relief efforts.
- **YMCA.** Our students used the gym facilities at the Greater Lynn YMCA several times a week as part of our electives courses. KIPP Academy Lynn also provided a YMCA membership for all of its students.

Conclusion

We consider ourselves innovators within the educational landscape of Lynn. We know that the standard we set for our students to attend college is not commonplace. However, we are confident that our students' achievement results, parental satisfaction, and our commitment and contribution to the Lynn community will have a ripple effect. We hope to eradicate the use of the word "diversity" as an explanation for lower student achievement results and are excited to continue sharing with *and* learning from the other schools within our local, state, and national communities.

Appendices

Appendix 1 – Stanford 10 Results

August 2004 STANFORD 10 Test Scores Class of 2012

	Mean # correct	Mean Scaled Score	Natl Individ PR	Natl Individ S	Mean Natl NCE	Median Grd Equiv
Reading Comprehension	32.0	627	38	4	43.50	4.7
Total Mathematics	51.6	627	49	5	49.50	5.3
Math Problem Solving	29.0	622	44	5	46.90	5.1
Math Procedures	22.6	636	57	5	53.60	5.6
Language	30.7	623	42	5	46.00	4.9
Language Mechanics	14.9	621	42	5	45.70	4.2
Language Expression	15.8	628	45	5	47.20	5.2
Partial Battery	114.5	NA	46	5	47.70	5.0

Percent of Students Tested in each Category

	Below avg	Avg	Above avg
Reading Comprehension	30	66	4
Math Problem Solving	23	62	14
Math Procedures	14	57	29
Language Mechanics	16	71	13
Language Expression	28	51	21

August 2004 STANFORD 10 Test Scores Class of 2012

March 2005 STANFORD 10 Test Scores Class of 2012

	Mean # correct	Mean Scaled Score	Natl Individ PR	Natl Individ S	Mean Natl NCE	Median Grd Equiv
Reading Comprehension	34.8	652	59	5	54.70	6.7
Total Mathematics	56.9	665	74	6	63.90	8.1
Math Problem Solving	31.6	653	65	6	58.10	6.7
Math Procedures	25.2	688	83	7	69.90	10.0
Language	35.3	656	68	6	59.70	7.3
Language Mechanics	18.8	666	72	6	62.50	8.1
Language Expression	16.5	651	62	6	56.30	6.9
Partial Battery	127.2	NA	70	6	60.80	7.7

March 2005 STANFORD 10 Test Scores Class of 2012

	Percent of Students Tested in each Category		
	Below avg	Avg	Above avg
Reading Comprehension	11	63	26
Math Problem Solving	6	63	32
Math Procedures	4	24	72
Language Mechanics	7	38	55
Language Expression	12	56	32

May 2006 STANFORD 10 Test Scores Class of 2012

	Mean # correct	Mean Scaled Score	Natl Indiv PR	Natl Indiv S	Mean Natl NCE	Median Grd Equiv
Reading Comprehension	38.7	674	65	6	58.10	8.5
Total Mathematics	63.6	709	89	8	75.8	PHS
Math Problem Solving	36.8	700	85	7	72.10	10.6
Math Procedures	26.8	728	91	8	77.90	11.6
Language	37	669	65	6	58.10	8.6
Language Mechanics	18.4	670	65	6	57.90	7.9
Language Expression	18.6	668	63	6	57.30	8.9
Partial Battery	139.3	NA	78	7	66.50	10.4

	Percent of Students Tested in each Category		
	Below avg	Avg	Above avg
Reading Comprehension	10	56	34
Math Problem Solving	3	24	74
Math Procedures	3	15	82
Language Mechanics	4	66	29
Language Expression	3	74	24

September 2005 STANFORD 10 Test Scores Class of 2013

	Mean # correct	Mean Scaled Score	Natl Indiv PR	Natl Indiv S	Mean Natl NCE	Median Grd Equiv
Reading Comprehension	31.6	626	37	4	43.0	3.9
Total Mathematics	50.1	624	46	5	48.0	5.0
Math Problem Solving	28.0	619	41	5	45.4	4.4
Math Procedures	22.1	634	56	5	53.10	5.2
Language	32.4	629	48	5	48.8	5.2
Language Mechanics	16.0	628	49	5	49.4	5.2
Language Expression	16.4	632	48	5	49.1	5.5
Partial Battery	113.8	NA	45	5	47.4	5.0

	Percent of Students Tested in each Category		
	Below avg	Avg	Above avg
Reading Comprehension	30	61	9
Math Problem Solving	30	54	16
Math Procedures	16	56	28
Language Mechanics	17	72	11
Language Expression	23	54	23

September 2005 STANFORD 10 Test Scores Class of 2013

May 2006 STANFORD 10 Test Scores Class of 2013

	Mean # correct	Mean Scaled Score	Natl Indiv PR	Natl Indiv S	Mean Natl NCE	Median Grd Equiv
Reading Comprehension	35.8	655.4	62	6	56.6	6.6
Total Mathematics	54.7	660.3	70	6	61.0	7.6
Math Problem Solving	32.1	656.3	67	6	59.4	7.1
Math Procedures	22.5	667.6	70	6	61.3	7.7
Language	37.3	665.6	75	6	64.5	8.3
Language Mechanics	19.5	674.1	78	7	66.4	8.8
Language Expression	17.7	661.0	70	6	66.1	7.6
Partial Battery	127.7	NA	69	6	60.5	7.8

	Percent of Students Tested in each Category		
	Below avg	Avg	Above avg
Reading Comprehension	8	67	26
Math Problem Solving	9	50	41
Math Procedures	1	65	33

Language Mechanics	6	28	65
Language Expression	8	53	40

May 2006 STANFORD 10 Test Scores Class of 2013

Appendix 2 – No Child Left Behind Report Card

KIPP Academy Lynn (04290010)

Joshua W. Zoia, School Principal

Mailing Address: 25 Bessom St.

Lynn, MA 01902

Phone: 781.598.1609

Fax: 781.623.5700

Website: www.kipplynn.org

Report Card:

In the Spring of 2005, KIPP Academy Lynn fifth grade students took the Science & Technology MCAS Exam. 2.7 percent of the students were considered “Advanced” and 42 percent were “Proficient.” Consequently 45.2 percent were labeled as “Passing.” 47.9 percent were considered “Needs Improvement” and 6.8 percent were labeled as “Warning.” To date, this is the only MCAS assessment data that KIPP Academy Lynn has available.

Mission Statement:

KIPP Academy Lynn will create an environment where the students of Lynn will develop the academic skills, intellectual habits and character traits necessary to maximize their potential in high school, college, and the world beyond.

Enrollment (2005-2006)			
	KAL School	KAL District	MA State
Race/Ethnicity			
Caucasian	22%	22%	72.4%
African-American	27%	27%	8.3%
Hispanic	51%	51%	12.9%
Asian	0%	0%	4.6%
Native American	0%	0%	0.3%
Gender			
Male	45%	45%	51.4%
Female	55%	55%	48.6%
Selected Population Enrollment			
Limited English Proficiency	3%	3%	5.3%
Low-Income	89%	89%	28.2%
Special Education	19%	19%	16.5%
Total Count	150	150	957,511

Enrollment (2005-2006) Enrollment (2005-2006)

Grades Offered:

05 and 06

Percent of core academic classes taught by highly-qualified teachers:

100%

Additional teacher information:

We have 8.25 FTE teachers and 151 students. 29.4% of our staff hold Master's degrees.

Appendix 3 – Biographies of Board of Directors

Jennifer Davis - Board Member

Ms. Davis is the Co-Founder and President of Massachusetts 2020, a non-profit foundation founded in 2000 focused on expanding educational and economic opportunities for children and families across Massachusetts. Prior to her current role, she was the Executive Director of the Boston 2:00-to-6:00 After-School Initiative. Ms. Davis has served on the Board of Directors of two other charter schools. She lives in Lynn.

Thomas Fredell- Board Member

Mr. Fredell is responsible for leading IntraLinks' technology strategy, product management and product development. Prior to joining IntraLinks in 1999, he co-founded and served as president of Cambridge Technology Vision, a collaborative technology development company, and directed the consulting practice of Brainstorm Technology. He has authored or contributed to multiple technology books. Mr. Fredell holds a Bachelor of Arts in Cognitive Science from the University of Virginia and a Master of Business Administration from The Wharton School, University of Pennsylvania. Mr. Fredell lives in Sherborn.

Miguel Funez - Board Member

Mr. Funez has long been involved in education in Lynn. He is a community activist who has twice run for a position on the School Committee. He currently works at a shelter that provides housing for homeless families. He has two children in the Lynn Public Schools. Mr. Funez lives in Lynn.

Steve Mancini- Board Member

Mr. Mancini currently serves as KIPP Foundation's Director of Public Relations. Prior to joining KIPP, Stephen Mancini served as the Communications Director at the U.S. Department of Education's Office of Elementary and Secondary Education. Steve also has six years experience as a public high school teacher in Massachusetts, having taught at both Concord-Carlisle High School and Belmont High School. He has received two Master's degrees in Education from the Harvard Graduate School Education and a Bachelor's degree from Amherst College. Mr. Mancini currently resides in San Francisco, California.

Maria Manzueta - Board Member

Ms. Manzueta is the Program Director of Girls Incorporated of Lynn where she has worked for sixteen years. She has served children and families of Lynn her whole adult life. Ms. Manzueta has lived in Lynn for over thirty years and all three of her children went to Lynn Public schools. She has been instrumental in guiding us through the political landscape as well as sharing information about our school with families and potential students. Ms. Manzueta also lives in Lynn.

Rod Smith - Board Member

Mr. Smith recently retired as the Executive Director of a health care fund providing medical, dental, mental health, and pharmacy services to 22,000 active and retired union members and their families. His interest in education partly stems from his marriage to a third grade teacher and many years of experience in adult training. Mr. Smith has a Master in Public Administration from the Maxwell School at Syracuse University. He resides in Marblehead.

Ilene Vogel- Board Member

Ms. Vogel is a Loan Officer at Boston Community Capital, a Community Development Financial Institution that has committed more than \$150 million to projects that create wealth and opportunities for low-income people and neighborhoods. Ms. Vogel's financial experience includes portfolio management, and property financing. She studied in Switzerland, and France and worked for many years in Germany. Ms. Vogel has a Masters in Business Administration from Stern School of Business and resides in Swampscott.

Joshua Zoia - Principal, ex officio Board Member

Mr. Zoia taught middle school in the South Bronx for six years. He taught sixth grade science and history at KIPP Bronx for five of those years. Mr. Zoia graduated from the University of Pennsylvania. In addition to his responsibilities as the KAL Principal, he teaches our “Life” class and serves on the Board of Directors. Mr. Zoia lives in Lynn.