



ANNUAL REPORT

2004 – 2005



KIPP Academy Lynn
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President of Board's Letter

Dear Friends of KIPP Academy Lynn Charter School:

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

Here at KIPP Academy Lynn (KAL), our mission is “to 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,” and in doing so, we adopted the motto “There Are No Shortcuts.”

With this in mind, we visited 81 households, acquired and furnished a facility, hired a highly competent staff, and devised a school curriculum based on more class time, strict discipline, high expectations, staff support, and fun! All this was done before a single child entered our school on August 9, 2004.

The culmination of these efforts can be summarized in one word—Success! *How do we measure success?* It's when children wake up their parents because they are excited to go to school even though they are in the classroom 65 percent longer than their peers at other Lynn public schools. It's when a parent thanks you for taking an interest in their child's education, and they can see the results reflected in their child's positive attitude toward education and learning. It's seeing the tireless efforts of teachers, staff, and students result in standardized test scores that during the course of eight months increase by an average of 2.7 grade-level equivalencies. It's a student attendance rate of 98 percent. It's the fact that eight of our nine staff members will be returning. It's when you ask students why they attend KIPP and most tell you, “Because it's fun.” It's when you follow up and ask, “Why is it fun?,” and they point to the 20 plus fieldtrips they have taken that were designed to broaden their perception and understanding of the world in which they live, as well as spark the imagination of endless possibilities that lay before them.

As successful as our first year has been, we realize that KIPP Academy Lynn would not exist without the confidence and blessings of the parents. Because of this, we would like to thank them for allowing us to share in their commitment to the education of their children. We are pleased that 100 percent of the parents who completed our survey stated they would recommend KAL to another parent; and 97 percent of parents surveyed are satisfied or very satisfied with the quality of education their child is receiving.

To say that our teachers and staff exceeded our expectations for the year is an egregious understatement. They are wholly responsible for creating a culture and environment conducive to learning and thinking at extraordinary levels. Our success is a testament to their long hours and passionate commitment to the students of KIPP Academy Lynn.

Our purpose here at KIPP Academy Lynn is not just to educate our students in the rigors of reading, writing, and mathematics, but to help them understand their community and how it affects and is affected by communities around the world. Some of this knowledge is acquired through the continued support of community organizations such as Girls Incorporated and national organizations like the YMCA and Boys and Girls Club, and we would be remiss if we did not thank them for their efforts.

Reflecting on our first year's results allows us a moment to celebrate our students' successes, the parental and community support we have received, and the extraordinary efforts of our staff and the impact they have made on children's lives. As proud members of the Lynn Community, the board invites you to read our report and also visit KIPP Academy Lynn to celebrate our students' successes with us.

Sincerely,

Terrence A.B. Lewis

President, KIPP Academy Lynn Board of Directors

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 2004-2005 school year, the school served 78 fifth-grade students from Lynn. Of these, the majority entered performing below grade level in math and English, and 87 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. 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.

In 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, 2005. These goals are listed on the following pages in greater detail, along with specific measurement tools and results for the 2004-2005 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.

2004-2005 Performance: Not yet applicable.

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 Stanford-10 Reading Test until the cohorts achieve an average of 70 NCEs, at which point the cohorts will maintain or improve their level of performance.

2004-2005 Performance:

<i>Grade Level</i>	<i>September 2004</i>	<i>May 2005</i>	<i>Improvement</i>
<i>5th Grade</i>	<i>43.5 NCEs</i>	<i>54.7 NCEs</i>	<i>11.2 NCEs</i>

5th grade improvement on the Stanford-10 Reading Comprehension Exam exceeded expectations by more than 8 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.

2004-2005 Performance: Not yet applicable.

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.

2004-2005 Performance: Not yet applicable.

- 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.

2004-2005 Performance: Not yet applicable.

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.

2004-2005 Performance:

<i>Grade Level</i>	<i>September 2004</i>	<i>May 2005</i>	<i>Improvement</i>
<i>5th Grade</i>	<i>49.5 NCEs</i>	<i>63.9 NCEs</i>	<i>14.4 NCEs</i>

5th grade improvement on the Stanford-10 Mathematics Exam exceeded expectations by more than 11 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.

2004-2005 Performance: Not yet applicable.

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.

2004-2005 Performance: Not yet applicable.

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.

2004-2005 Performance: MCAS results not yet received.

- 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.



2004-2005 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.

2004-2005 Performance: MCAS results not yet received.

- 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.

2004-2005 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.

2004-2005 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 was 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.*

2004-2005 Performance: At the end of every Friday afternoon, 5th graders dressed in business attire shared their new 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



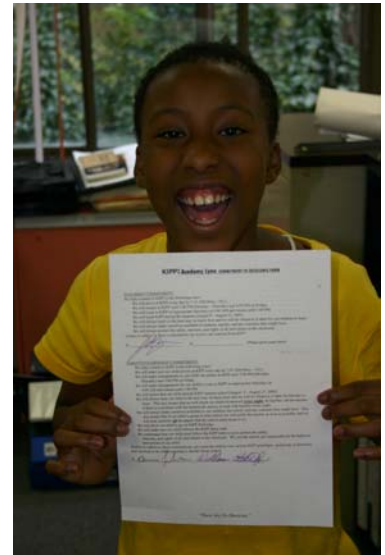
throughout the week. These positive emotions closed out our school week.

- 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.

2004-2005 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. Often 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.

2004-2005 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.

2004-2005 Performance: After being at the school for two academic quarters and understanding school expectations fully, 64 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.

2004-2005 Performance: Over the course of the year, we took more than twenty field trips. Some fieldtrips 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: roller skating, bowling, a trip to the park, Chuck E. Cheese, 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, Plimouth Plantation, and Boston Aquarium. Serving as the ultimate reward for hard work and good behavior, most of the Class of 2012 (fifth graders) spent a week in Washington D.C., visiting over fourteen museums and monuments.

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

2004-2005 Performance: Only 20 (27 percent) of the fifth-grade students did not earn the end-of-the-year trip. The parents of five other students chose not to send their child to go to Washington, D.C. because of age. In all, 67 percent of the class traveled to Washington, D.C. for six days visiting monuments, museums, and Georgetown University.



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.

2004-2005 Performance: School hours were adhered to strictly.

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

2004-2005 Performance: Students attended 20 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.

2004-2005 Performance: Summer school ran from August 9th to August 27th. As all students are required to attend summer school, our attendance rate was 98%.

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 semiannually.

2004-2005 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.

2004-2005 Performance: At the beginning of the year, all teachers sat down with Mr. 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.

2004-2005 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.

2004-2005 Performance: Internal KIPP professional development (PD) was attended by the entire staff and includes 30 hours at KIPP Summit (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 the Social Studies Conference in Washington, D.C. and Math Conference in New York and visited other KIPP schools in D.C. and New York.

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

2004-2005 Performance: This year's retreat was held in March. Staff reviewed the school culture and focused on planning for year 2.

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

2004-2005 Performance: All four 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.

2004-2005 Performance: All of the students either visited Wellesley College or Georgetown University in May.

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

2004-2005 Performance: Fifth-grade students visited Phillips Andover Academy in May.



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

2004-2005 Performance: The fifth-grade homerooms this year included Georgetown University, Wellesley College, and Boston University. Fifth-grade students are identified as the Class of 2012 in conversation and on their t-shirts, as 2012 is the year they will go to college.

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.

2004-2005 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.

2004-2005 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.

2004-2005 Performance: Average daily attendance for 2004 was 98 percent. Eleven students (or 14 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).

2004-2005 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.

- ***100% of parents surveyed would recommend KAL to another family.***
- *97% of parents surveyed are satisfied or very satisfied with the overall quality of education their child is receiving.*
- *95% of parents surveyed are satisfied or very satisfied with overall classroom instruction.*
- *84% of parents surveyed are satisfied or very satisfied with teacher communication with the family.*

- 89% of parents surveyed are satisfied or very satisfied with office communication with the family.
- 92% of parents surveyed are satisfied or very satisfied with their child's progress at KIPP.
- 95% of parents surveyed are satisfied or very satisfied with the quality of feedback on their child's performance.
- 92% of parents surveyed are satisfied or very satisfied with the principal's leadership.
- 81% of parents surveyed are satisfied or very satisfied with the quality of homework given.
- 89% of parents surveyed are satisfied or very satisfied with the extent to which they feel welcomed at KIPP Academy Lynn.
- 97% of parents surveyed were satisfied or very satisfied with the extent to which their child is challenged, when compared to his or her previous school.
- 90% of parents surveyed were satisfied or very satisfied with KAL's overall quality of education, when compared to their child's previous school.

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.

2004-2005 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.

2004-2005 Performance: On report card evenings, all but three families came to the school to talk to teachers and Mr. Zoia, resulting in over 96 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.

2004-2005 Performance: In collaboration with the Board of Directors, 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 20 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 Directors on a monthly basis.

2004-2005 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.

2004-2005 Performance: KIPP Academy Lynn's year end balance sheet demonstrates a sound financial position, with more than \$500,000 of cash reserves.

Audit Measures:

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

2004-2005 Performance: KIPP Academy Lynn will be audited by the accounting firm of Alexander, Aronson, Finning & Co. KAL's team has met with the Alexander, Aronson & Finning in preparation for the audit, the results of which will be completed and released no later than December 31, 2005.

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 Directors members will contribute to the organization annually, through financial and/or in-kind donations.

2004-2005 Performance: All of the members of our Board of Directors have donated their time, energy, experience, and/or money to support KIPP Academy Lynn.

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

2004-2005 Performance: The retreat held on October 25, 2004 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 Directors meetings will have a quorum.

2004-2005 Performance: All of our Board of Directors' meetings to date have had a quorum.

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

2004-2005 Performance: The Board of Directors 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 4, KIPP Academy Lynn has created a safe, structured school with rigorous academics and strict discipline, provided 65 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
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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 65 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. – 4:00 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 August 2004. Entering fifth graders and the newly promoted sixth graders will also participate in summer school in July 2005. 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 90-minute periods of science every other day, as well as 60-minute periods of 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 this year’s fifth-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 Phillips Andover Academy, Wellesley College, and Georgetown 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 to better understand and appreciate the Hispanic and Native American cultures, the Class of 2012 initiated their history

education with a unit on Mayan, Incan, and Aztec cultures. To increase their excitement and 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 an hour for 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 2003 and 2004, which are outlined in detail in the Accountability Plan Results on page 11.



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.** From 4:00 to 5:00 each afternoon, students participated in “Enrichment” courses 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 8.
- **Field Lessons.** KAL students have taken over 20 trips out of school this year. Refer to page 9 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 5.

- **Testing.** As a first year school, we look forward to receiving our first MCAS results to demonstrate the academic strides we know our students have achieved. Our fifth graders also took the Stanford 10 in September 2004 (after two months of instruction) and May 2005. The results of the exam are outlined in the Summary of External Standardized Test Results, beginning on page 19.
- **Limited Student Attrition.** At the end of the 2004-2005 school year, 93% of the students who began in September remained. This is a very low attrition rate for first year charter schools.
- **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 second year.
- **New Students.** 85 new students have enrolled to enter KIPP Academy Lynn as fifth graders for the 2005-2006 academic year.

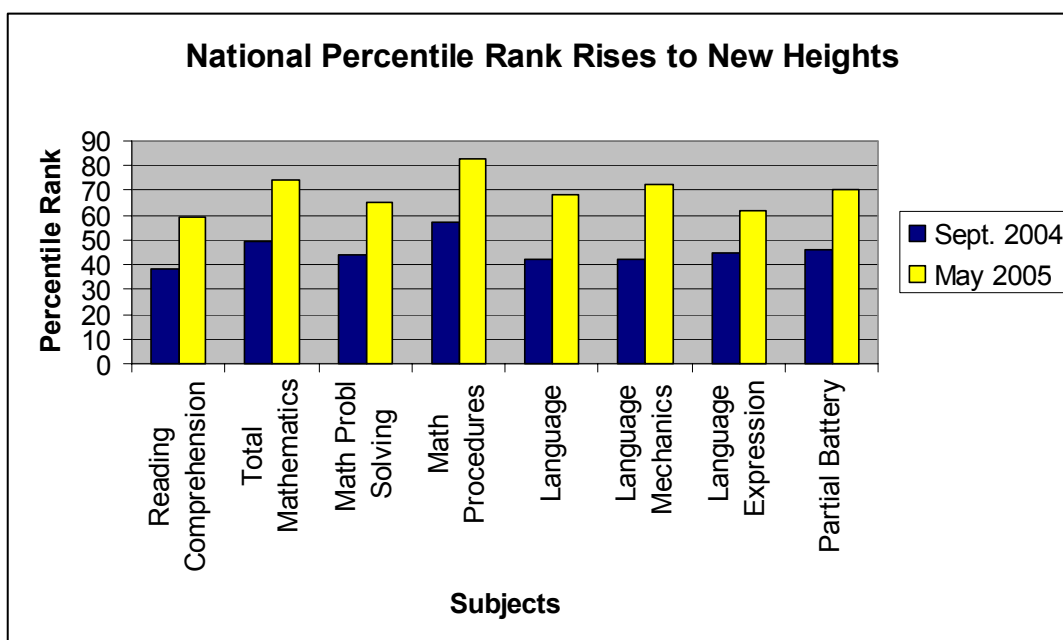


Summary of External Standardized Test Results

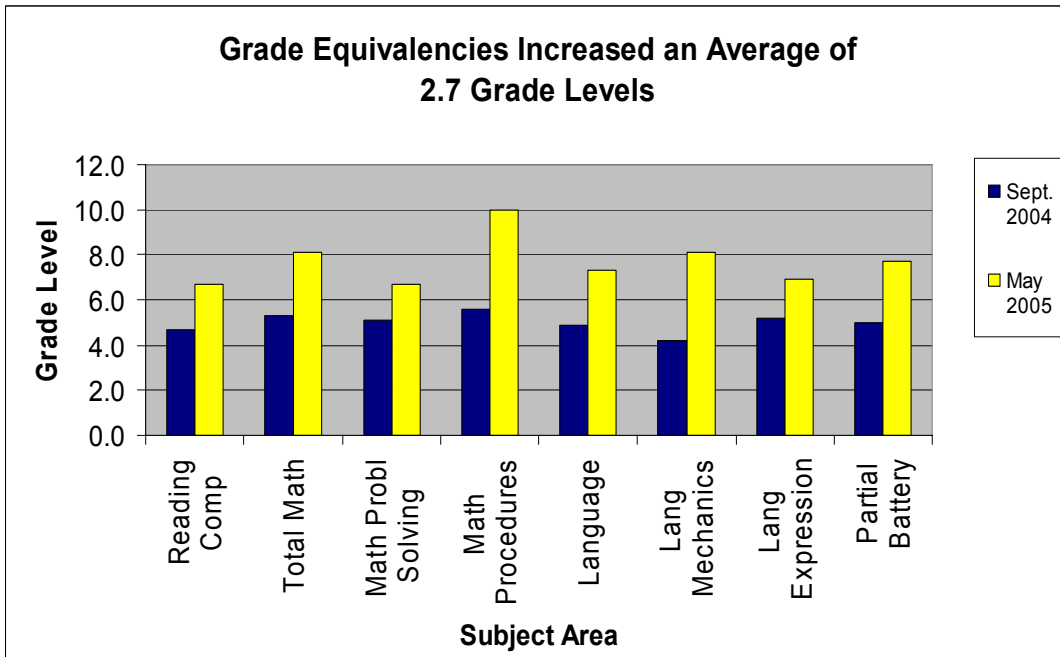
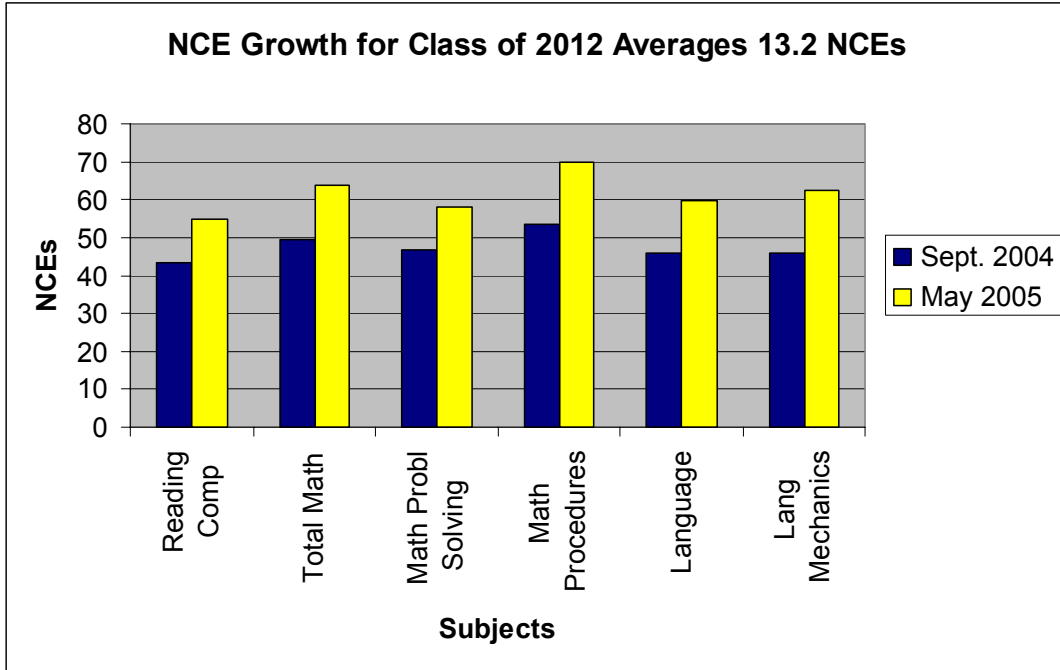
Although MCAS results for our first-year students are not expected to arrive until the fall, we do have Stanford 10 data for our first student cohort. The benchmark exam was taken in September 2004 after two months of instruction by KIPP staff members. The follow-up exam to evaluate the progress of the Class of 2012 was administered in May 2005. 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.

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.

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 2012.



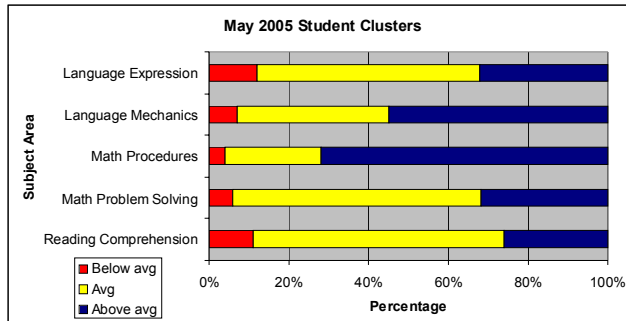
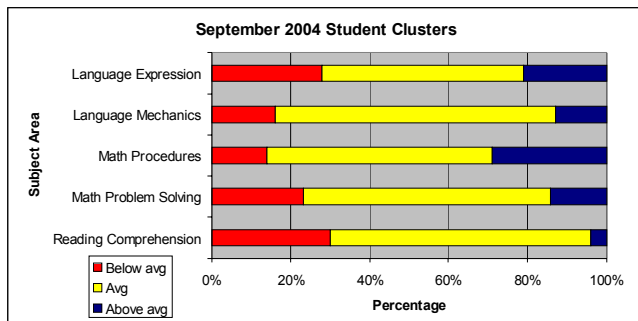
A preferred approach of analyzing the data is to consider Norm Curve Equivalents (NCEs). NCEs are a direct conversion of percentile rank into a normal curve equivalent of 99 equal measures. NCEs are best used to compare *aggregate* student growth and help us understand the improvement of the Class of 2012. When tested in September 2004, KAL fifth graders scored from 43.5 NCEs (Reading Comprehension – RC) to 53.6 NCEs (Math Procedures – MP); while in May they raised their scores to a range of 54.7 (RC) to 69.9 (MP). The average increase was 13.2 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-grade class has improved since joining KIPP Academy Lynn. When tested in September, the Class of 2012's average grade equivalency ranged from 4.2 (Language Mechanics – LM) to 5.6 (MP). Impressively, in eight months of instruction, the grade equivalency increased by anywhere from 1.6 (Math Problem Solving – MPS) to 4.4 (MP) 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 size of the *below average*, *average*, and *above average* student clusters from September 2004 to May 2005.

From these graphs, you see that the students in the *below average* cluster (red) decreased, while the *above average* (blue) group increased beyond what many would have considered possible in one year. On the September exam, an average of 22 percent of KAL students were considered *below average* (red). By May, we had reduced the percent of students in the *below-average* category to 8 percent. A 14 percent reduction of students in the *below average* category translates into 10 KIPP students who have excelled to an *average* or *above average* status.



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 15.

Number of Instructional Days for 2004-2005

KIPP Academy Lynn students have attended 65% more school hours than their peers at Lynn Public Schools. They attended school for nine and one-half hours 170 days Monday through Friday, four hours on 20 Saturdays, and six hours for 15 summer school days, resulting in 1,785 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 Directors Members

Name	Affiliation	Beginning of Term	End of Term	Committees
John Alford, Board Treasurer	KIPP Foundation	March 2004	March 2007	Finance
Jennifer Davis, Board Member	Massachusetts 2020	March 2005	March 2008	Fundraising
David Ferrero, Board Member	Harvard Management Company	March 2004	March 2007	Finance; Facility
Miguel Funez, Board Member	Department of Public Works	March 2004	March 2007	Fundraising
Terrence Lewis, Board President	Alan Gray	March 2004	March 2007	Finance; Facility
Maria Manzueta, Board Member	Girls Incorporated	March 2004	March 2007	Community Outreach
Dr. Richard Santeusano, Board Secretary	Retired Superintendent of Danvers Public Schools	March 2004	March 2007	Board Development

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

Summary of Major Policy Decisions Made by Board of Directors

- Developed and approved Board of Directors bylaws.
- Designed Student Enrollment Policy.
- Created and approved Financial Controls Guide.
- Approved 2004-2005 and 2005-2006 budgets.
- Recruited and approved new board member, Jennifer Davis, President of Mass 2020.
- Set Board of Directors goals for 2004-2005 at annual retreat.
- Executed and signed lease for 2004-2005 and 2005-2006.
- Approved extensive renovations to year-two space, making it handicap accessible.

Board of Directors Meeting Dates

The Board of Directors 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 Directors has met nineteen times. Nine meetings were held prior to beginning our 2003-2004 school year. In 2002 they met on October 6th and December 2nd, and in 2003 they met on January 13th, March 1st, April 12th, May 3rd, June 8th, July 6th, and July 27th. For fiscal year 2004, the board met on the following dates: September 7th, October 5th, November 5th, December 7th, January 10th, February 7th, March 14th, April 11th, May 9th, and June 6th.

Summary of Official Complaints Received by Board of Directors

No official complaints were received by the Board of Directors.

Student Profile

Student Demographics

KIPP Academy Lynn served 78 fifth graders in the 2004-2005 year. The demographic profile of the students of Lynn Public schools versus the 2004-2005 KIPP Academy Lynn students is as follows:

Enrollment (2004-2005)			
	KAL	Lynn Public Schools	Massachusetts
Race/Ethnicity			
Caucasian	19.2%	36.3%	74.2%
African-American	24.4%	15.9%	8.9%
Hispanic	56.4%	36.1%	11.8%
Asian	0%	11.5%	4.8%
Native American	0%	0.3%	0.3%
Gender			
Male	37.2%	51.8%	51.4%
Female	62.8%	48.2%	48.6%
Selected Population Enrollment			
Limited English Proficiency	5.1%	18.8%	5.1%
Low-Income	87.2%	73.5%	27.7%
Special Education	17.9%	15.3%	16.1%
Migrant	Not calculated	0.1%	0.1%
Total Count	78	14,067	975,911

Total Number of Applications Received

In total, 86 applications were received for our inaugural Class of 2012. We were able to accept 80 of these students into the school.

Student Attrition

At the end of the 2004-2005 school year, 74 of the 80 students who started in September remained. This is a very low attrition rate for first-year charter schools. Two of the students moved out of the area, one did not want to repeat the grade as we recommended, another left for medical reasons, and only two students chose to leave as a result of philosophical differences.

Expulsions and Suspensions

During the course of our first year, there were only four suspensions and no students were expelled.

Staff Profile

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 taught math to the Class of 2012.

Stephanie Coats – Social Studies and Science 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 taught fifth-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 taught fifth-grade reading and writing.

David Ganapol - Director of Programs

For 12 years Mr. Ganapol worked as an educator, consultant, adventure therapy counselor in residential and wilderness settings, and director for acclaimed programs throughout the states and abroad, specializing in work with emotionally disturbed children and at-risk youth from urban settings. He has designed, implemented, and led staff training programs in experiential education for youth workers, teachers, program facilitators, and program administrators. He taught a challenge course for the Class of 2012.

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.

Julie Lane - Development Consultant

Ms. Lane has worked within the Massachusetts charter school movement for most of the last ten years. Most recently she has worked as a consultant to local charter schools on a variety of accountability issues. She was the Director for Charter School Development at the Massachusetts Department of Education Charter School Office, where she oversaw the application process and opening of new schools. She joined KIPP Academy Lynn this spring as a part-time consultant to help create a development and outreach strategy. Ms. Lane is a graduate of Dartmouth College and holds a master's degree from the Kennedy School of Government at Harvard University.

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. Last year he served 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.

Joshua Zoia - Principal, ex officio Board Member

Mr. Zoia taught middle school in the South Bronx for six years. He taught 6th 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 taught two sections of fifth-grade science.

Summary of Classroom Qualifications

As you can see from their individual descriptions, our six 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. All of our instructors of academic subjects will rejoin us for a second year.

Financial Profile

The following financial statements for the 2004 fiscal year are unaudited reports.

Fiscal Year 2004 Statement of Financial Position

As of June 30, 2005

ASSETS	
Cash	\$557,708
Accounts Receivable	9,478
Prepaid Expenses	22,491
Property and Equipment, net	44,322
TOTAL ASSETS	633,999
LIABILITIES AND NET ASSETS	
LIABILITIES	
Accounts Payable	26,322
Deferred Revenue - State & Federal	49,755
Deferred Revenue - Private Grants	185,450
Accrued Expenses	9,000
Other Current Liabilities	14,509
TOTAL LIABILITIES	285,037
NET ASSETS	
Unrestricted	348,962
TOTAL LIABILITIES & NET ASSETS	\$633,999

Fiscal Year 2004 Income Statement

For the year ended June 30, 2005

OPERATING REVENUE	
Federal and State Revenue	\$1,141,179
Federal Meals Program	44,697
Other Income	5,033
Total Operating Revenues	1,190,910
OPERATING EXPENSES	
Salaries and wages	468,628
Payroll Taxes	19,252
Fringe benefits	51,488
Advertising	6,869
Consulting & Outsourced Services	14,560
Dues and subscriptions	8,589
Field Lessons	50,510
Insurance	12,149
Legal and accounting	19,184
Facility - Renovations and Maintenance	42,653
Office - G&A	11,110
Postage and delivery	669
Printing and copying	5,478
Program expenses	7,329
Rent	113,201
Staff development	11,214
Student testing	7,670
Supplies	16,329
Student Food Service	60,038
Telephone & Communications	9,315
Textbooks & Instructional. Materials	21,355
Transportation	6,750
Uniforms	10,254
Depreciation	11,690
Total Operating Expenses	986,283
OPERATING PROFIT	204,626
NON-OPERATING REVENUE	
Private Grants	130,900
Contributions	14,480
Total Non-operating Revenue	145,380
TOTAL CHANGE IN NET ASSETS	350,006
NET ASSETS JUNE 30, 2004	(1,044)
NET ASSETS JUNE 30, 2005	\$348,962

Fiscal Year 2005 Board-Approved School Budget

REVENUE

Federal and State Revenue	\$1,804,233
Federal Meals Program	85,500
Other Income	21,255
Total Operating Revenues	<u>1,910,988</u>
Private Sources	<u>150,000</u>
TOTAL REVENUE	\$2,060,988

EXPENSES

Salaries and Wages	\$890,054
Payroll Taxes	43,875
Fringe Benefits	112,733
Advertising	8,820
Capital Purchases	28,500
Consulting & Outsourced Services	10,500
Dues and Subscriptions	53,157
Field Lessons	72,337
Insurance	17,589
Legal and Accounting	23,800
Facility - Renovations and Maintenance	75,000
Office - G&A	6,581
Postage and Delivery	3,000
Printing and Copying	10,500
Program Expenses	18,500
Rent	180,463
Staff Development	22,000
Student Testing	20,311
Supplies	46,250
Student Food Service	118,275
Student Services	71,748
Telephone & Communications	15,100
Textbooks & Instructional Materials	22,990
Transportation	71,250
Uniforms	12,000
Contingency	<u>97,767</u>
TOTAL EXPENSES	\$2,053,099

SURPLUS

\$7,889

Dissemination Plan

We are newcomers in the community of Lynn, having 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 of KIPP Academy Lynn through participation on the Lynn Literacy Task Force, attendance at the annual St. Patrick's Day citywide luncheon, or by presenting our school at the Lynn Business Partnership monthly meeting. We have also held fundraisers for local nonprofits, clothing and food drives, and participated in Lynn Kidsfest.

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, they are proving that the possibilities are limitless. In the course of our first year, we have hosted more than 150 visitors to our school, including local business leaders, politicians, and educators. Some of these visitors include, but are not limited to: Harriet Ball, mathematician and master lyricist for KIPP; Doris and Don Fisher, Founders of The Gap; Debra Smith Walsh, Former City Councilor, Lynn; Steven M. Walsh, Massachusetts State Representative, Lynn; many KIPP principals, KIPP Fellows, and KIPP National employees; and Building Excellent Schools Fellows and staff members.

The Class of 2012 also met Senator Ted Kennedy while visiting Washington, D.C. in June. We look forward to hosting many more visitors in the following years.

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:

- **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.
- **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.
- **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 Literacy Task Force.** We are active participants in this task force. We hosted a holiday book sale at our school as a fundraising event.
- **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.
- **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 \$1,600 for the Tsunami relief efforts.
- **Lynn Woods Park Service.** Our students went to Lynn Woods to volunteer their services to clean and maintain the trail.

- **Compass IDA.** We have just begun our involvement with Compass IDA, which is a financial planning and managing training program for our students' families. They will match KAL parents' annual savings 3:1.



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 about 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

	Mean # correct	Mean Scaled Score	Natl Indiv PR	Natl Indiv 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 Probl 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
Literary	24	61	16
Informational	42	46	12
Functional	22	63	14
Initial Understanding		**	
Interpretation		**	
Critical Analysis		**	
Strategies		**	
Thinking Skills	36	53	12
Math Probl Solving	23	62	14
Num Sense & Operations		**	
Patterns/Relshps/Algebra		**	
Data, Stats, & Probability		**	
Geometry & Measurement		**	
Comm & Representation	42	45	13
Estimation	35	51	14
Math Connections	19	57	23
Reasoning & Probl Solving	13	74	13
Thinking Skills	26	62	12
Math Procedures	14	57	29
Computation w/Whole Num		**	
Computation w/Decimals		**	
Computation w/Fractions		**	
Computation in Context	17	55	28
Computation/Symbolic Notation	12	43	45
Thinking Skills	17	55	28

Language Mechanics	16	71	13
Capitalization	31	57	12
Usage	25	43	32
Punctuation	15	69	16
Language Expression	28	51	21
Sentence Structure	31	39	31
Prewriting	29	51	20
Content and Organization	21	64	15
Thinking Skills	20	56	24

** NA - Norms don't exist because given out of grade level

March 2005 STANFORD 10 Test Scores

	Mean # correct	Mean Scaled Score	Natl Indiv PR	Natl Indiv 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 Probl 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

	Percent of Students Tested in each Category		
	Below avg	Avg	Above avg
Reading Comprehension	11	63	26
Literary	16	51	33
Informational	15	56	29
Functional	14	62	25
Initial Understanding	11	62	27
Interpretation	11	58	32
Critical Analysis	14	58	29
Strategies	14	67	19
Thinking Skills	19	44	37
Math Probl Solving	6	63	32
Num Sense & Operations	14	58	28
Patterns/Relshps/Algebra	14	61	25
Data, Stats, & Probability	4	63	33
Geometry & Measurement	4	60	36
Comm & Representation	15	75	10
Estimation	6	65	29
Math Connections	8	58	33
Reasoning & Probl Solving	14	49	38
Thinking Skills	8	53	39

Math Procedures	4	24	72
Computation w/whole num	7	21	72
Computation w/decimals	4	21	75
Computation w/fractions	4	48	48
Computation in context	6	44	51
Computation/Symbolic notation	4	18	77
Thinking Skills	6	44	51
Language Mechanics	7	38	55
Capitalization	7	63	30
Usage	18	32	51
Punctuation	8	55	37
Language Expression	12	56	32
Sentence Structure	15	53	32
Prewriting	12	42	45
Content and Organization	10	70	21
Thinking Skills	10	56	34

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:

Generally this report includes information from the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and student population, but in our case, the MCAS data will not arrive until Fall of 2005. We have included any information as required by the federal *No Child Left Behind Act*.

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 (2004-2005)			
	KAL School	KAL District	MA State
Race/Ethnicity			
Caucasian	19.2%	19.2%	74.2%
African-American	24.4%	24.4%	8.9%
Hispanic	56.4%	56.4%	11.8%
Asian	0%	0%	4.8%
Native American	0%	0%	0.3%
Gender			
Male	37.2%	37.2%	51.4%
Female	62.8%	62.8%	48.6%
Selected Population Enrollment			
Limited English Proficiency	5.1%	5.1%	5.1%
Low-Income	87.2%	87.2%	27.7%
Special Education	17.9%	17.9%	16.1%
Migrant	Not calculated	Not calculated	0.1%
Total Count	78	78	975,911

Grades Offered:

05

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

100%

Additional teacher information:

We have 4.5 FTE teachers and 74 students. 44% of our staff holds Master's degrees.

Appendix 3 – Biographies of Board of Directors

John Alford - Board Member

Mr. Alford works for the KIPP Foundation as a trailblazer. Prior to the school's opening, his primary job was to provide day-to-day support for the development of KIPP Academy Lynn. Mr. Alford has helped to open five charter schools in the past five years. Mr. Alford is the Treasurer for the Board of Directors. He is a graduate of the Harvard Business School and resides in Washington, D.C.

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.

David Ferrero - Board Member

Mr. Ferrero has significant experience in commercial real-estate development. He currently works at Harvard Management Company where he is the Director of Real Estate Development. He was a Vice President at Charlesbank Capital Partners prior to his current job and has been working in the field of real-estate development for 14 years. Mr. Ferrero has been a committed supporter of KIPP since its inception ten years ago and lives in Boston.

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.

Terrence Lewis - Board President

Mr. Lewis brings extensive financial experience with him to the Board. He has worked in corporate finance for Fleet Financial Group, Inc. and most recently joined Alan Gray in Boston. Earlier in his career he was an investment banker for Chase Manhattan Corporation in New York. Mr. Lewis also received his MBA from Harvard Business School. He is our Board President and the father of one child at KIPP and another in Lynn Public schools and lives in Lynn.

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 to families and potential students. Ms. Manzueta also lives in Lynn.

Dr. Richard Santeusanio - Board Member

Dr. Santuesanio has a history of over 40 years in education. He served as the Superintendent of Danvers Public Schools for thirteen years. He brings a wealth of board, curriculum, and management experience to the Board. He received his Ed.D. from the University of Massachusetts. Dr. Santuesanio is the Secretary of the Board of Directors. Dr. Santuesanio lives in Marblehead.