



Annual Report

2006 - 2007



All KIPPsters will learn.

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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 third 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 fourth year serving students and their families, we have grown and have reached our goal to serve grades five through eight with a student body of 320. Our students continue to make great strides in their academic achievement as shown 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 several class trips including a trip to Utah where our sixth-grade students 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. This is just one of the many 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.

In addition to adding talented and committed teachers and staff to support our current students and our new eighth grade class, we have significantly strengthened our Board of Trustees and our administrative structures to maximize our organizational capacity and further develop our long-range planning capabilities. Our Board of Trustees now consists of eight members with a wealth of skills and experience that will help to fulfill the mission of our school.

The enclosed annual report provides some excellent statistics about KIPP Academy, Lynn. From a personal perspective, there’s no substitute for visiting the school and watching the teachers and students interacting together. I’ve never before seen the level of focus, attention, energy and excitement to learn that is an everyday part of the KIPP experience.

Sincerely,

Thomas Fredell
President, KIPP Academy Lynn Board of Trustees

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 2006-2007 school year, the school served 230 fifth, sixth, and seventh 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 and this year will serve approximately 320 students in 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.

Executive Summary

Academic achievement:

Our results from the nationally norm-referenced Stanford 10 test are one example of the gains our students have made since entering our school:

- In three years our 7th graders moved from the 49th to the 92nd percentile in Math and from the 38th to the 70th percentile in Reading on the Stanford 10 test.
- In two years our 6th graders moved from the 46th to the 92nd percentile in Math and from the 37th to the 69th percentile in Reading
- In just one year our fifth graders moved from the 48th to the 80th percentile in Math and from the 44th to the 72nd percentile in Reading

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 less than 4%
- 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 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.

Educational Philosophy

The following formula sums up KAL’s educational Philosophy:

More Time + Fair / Consistent Discipline + High Expectations + Supportive Staff + Fun = Success

More Time

- **Longer School Day and Saturday School.** Students spent 78% 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 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.

Fair & Consistent 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, Utah for the sixth grade class, and New York City for the 7th 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, numerous other college preparatory high schools as well as Boston University, Georgetown University, Columbia 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 some of the best college preparatory high schools across the country.

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 2006-2007, 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.
- **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.
- **Field Lessons.** KAL students have taken over 20 trips out of school this year in each grade.

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 2006-2007 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% 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.

Our first 7th grade class took their ELA MCAS in March of 2007. Their results are not yet in.

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.

2006-2007 Performance in NCE:

<i>Grade Level</i>	<i>Benchmark Upon Entering KIPP</i>	<i>Years at KIPP</i>	<i>May 2007</i>	<i>Average Yearly Improvement</i>	<i>Total Improvement</i>
<i>5th Grade</i>	<i>47</i>	<i>1</i>	<i>62</i>	<i>15</i>	<i>15</i>
<i>6th Grade</i>	<i>43</i>	<i>2</i>	<i>60</i>	<i>8.5</i>	<i>17</i>
<i>7th Grade</i>	<i>44</i>	<i>3</i>	<i>61</i>	<i>5.6</i>	<i>17</i>

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.

Our first 7th grade class took the ELA MCAS in March of 2007. The results are not yet in.

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% of the students at KIPP Academy Lynn who have been enrolled for two years will achieve the performance standard of “Proficient” or above.

71% of our first 6th grade class scored proficient or advanced on the 2006 MCAS. The results are not yet in from the 2007 Math MCAS.

- On the eighth grade Mathematics MCAS Exam, 50% 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.

We did not have an 8th grade class yet during the 2006-2007 academic year.

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.

2006-2007 Performance in NCE:

<i>Grade Level</i>	<i>Benchmark Upon Entering KIPP</i>	<i>Years at KIPP</i>	<i>May 2007</i>	<i>Average Yearly Improvement</i>	<i>Total Improvement</i>
<i>5th Grade</i>	<i>48</i>	<i>1</i>	<i>68</i>	<i>20</i>	<i>20</i>
<i>6th Grade</i>	<i>48</i>	<i>2</i>	<i>79</i>	<i>15.5</i>	<i>31</i>
<i>7th Grade</i>	<i>49</i>	<i>3</i>	<i>78</i>	<i>9.6</i>	<i>29</i>

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.

<i>Grade (2005-6)</i>	<i>Years at KIPP</i>	<i>% of KAL students scoring Prof. or Advanced</i>	<i>% of Lynn Public School students scoring Prof. or Advanced</i>	<i>% students statewide scoring Prof. or Advanced</i>
<i>6th</i>	<i>2</i>	<i>71%</i>	<i>31%</i>	<i>46%</i>

We did not have an 8th grade class for the 2005-2006 school year. 2006-2007 MCAS scores are not yet available.

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.

There is no HSS MCAS exam for 5-7th graders in Massachusetts.

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% of the students at KIPP Academy Lynn will achieve the performance standard of “Proficient” or above.

2006 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% 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.

KAL did not have an 8th grade class in 2006-2007.

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.

Grade (2005-6)	Years at KIPP	% of KAL students scoring Prof. or Advanced	% of Lynn Public School students scoring Prof. or Advanced	% students statewide scoring Prof. or Advanced
5 th	1	45%	26%	50%

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.

KAL did not have an 8th grade class in 2006-2007

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.

2006-2007 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.

2006-2007 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.

2006-2007 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% of parents/guardians and students will sign the Commitment to Excellence form, setting the standard for behavior and expectations for parents and students at KIPP Academy Lynn.

2006-2007 Performance: All of KAL parents and students signed the Commitment to Excellence form. As necessary, the Commitment to Excellence 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% 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.

2006-2007 Performance: After being at the school for two academic quarters and understanding school expectations fully, 65% of our students earned an average of 35 KIPP dollars or more on their weekly paychecks.

- 60% 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.

2006-2007 Performance: Over the course of the year, we took more than twenty field trips per grade. 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. Our average attendance at each of these reward trips was 65%. Academic field lessons have included visits to Project Adventure, Plymouth Plantation, Boston Museum of Fine Arts and Boston Museum of Science

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

2006-2007 Performance:

55% of the fifth grade students earned the end-of-the-year trip and traveled to Washington, D.C. visiting over fourteen museums and monuments.

66% of the sixth grade students earned the end-of-the-year trip and traveled to Utah for ten days camping, hiking, rock climbing, whitewater rafting, exploring the national parks, and challenging themselves.

66% of the seventh grade students earned the end-of-the-year trip and traveled to New York City visiting museums, boarding schools, colleges, and such sights and events as the Empire State Building, Statue of Liberty, a Broadway Show and even a Yankee game.

Last year we established a task force to examine our paycheck measures and determine if we have established expectations and rewards that are attainable for our students. The system was adjusted to more accurately reward students. We continue to investigate our paycheck measures 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 3:00 p.m. on Friday.

2006-2007 Performance: School hours were adhered to strictly.

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

2006-2007 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% or better for all students.

2006-2007 Performance: Summer school ran from July 10th to July 28th. All students are required to attend summer school. Our attendance rate was 95%.

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.

2006-2007 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.

2006-2007 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% of teachers will write detailed, standards-based lesson plans daily.

2006-2007 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% of the faculty at KIPP Academy Lynn will participate in a minimum of 100 total hours of internal and external professional development.

2006-2007 Performance: Internal KIPP professional development (PD) was attended by the entire staff and includes 30 hours at KIPP Summit in New Orleans (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.

2006-2007 Performance: This year's retreat was held over two days at Thomson Island in late August for new and veteran staff members. Staff reviewed the staff & school culture and focused on planning for year 3. Planning for year three was also conducted at the annual weeklong KIPP Summit held in New Orleans.

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

2006-2007 Performance: 88% of our teachers have taken and passed all their necessary MTEL exams. The teachers who have not are scheduled to take the exam over the summer of 2007. We are not requiring all new staff to take the MTEL or at least sign up for it by the time they start employment. KAL pays for all of the fees associated with taking the MTEL exam for our teachers.

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.

2006-2007 Performance: Students visited Georgetown University, Harvard University and Columbia University

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

2006-2007 Performance: Fifth grade students visited Governor Dummer Academy, Sixth grade students visited Phillips Academy Andover, and 7th grade students each visited 3 different types of college preparatory high schools.

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

2006-2007 Performance: The homerooms this year included University of Vermont, Colby, Suffolk University, Castleton, McMaster, Tulane, Tufts and Wesleyan. Fifth grade students were identified as the Class of 2014 in conversation and on their t-shirts, as 2014 is the year they will go to college. Similarly, sixth grade students were known as the Class of 2013 and 7th grade students 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% of parents will read, sign, and return their child's weekly paycheck.

2006-2007 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% of parents will participate in at least one conference at the school.

2006-2007 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. Every child had a parent or guardian come in for at least one conference.

Attendance Measures:

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

2006-2007 Performance: Average daily attendance for 2006-2007 was 98%.

Parent Survey Measures:

- 70% of KIPP Academy Lynn parents will return an annual parent survey, in which over 80% 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).

2006-2007 Performance: 92% of the parents responded to our annual survey. The responses were positive and reinforced that KIPP Academy Lynn is on the right track.

OVERALL RESULTS MID-YEAR SURVEY RESULTS KIPP ACADEMY LYNN 2006-2007

Key:

- 1 – very unsatisfied
- 2 – unsatisfied
- 3 – somewhat satisfied
- 4 – satisfied
- 5 – very satisfied

Overall KIPP Program

Question 1: How satisfied are you with the overall quality of your child’s education at KIPP Academy Lynn?

Question 2: How satisfied are you with the way discipline is handled at KIPP?

Question 3: How satisfied are you with the changes you have seen in your child’s character?

Question 4: How satisfied are you with the overall classroom instruction at KIPP?

Overall KIPP Program				
Score	Q.1	Q.2	Q.3	Q.4
5	61%	33%	51%	51%
4	33%	44%	30%	33%
3	5%	19%	14%	12%
2	0%	0%	0%	0%
1	0%	2%	2%	0%
No Response	2%	2%	2%	5%

Communication

Question 5: How satisfied are you with the level of communication between teachers and your family?

Question 6: How satisfied are you with the staff’s response when you bring up questions or concerns?

Question 7: How satisfied are you with the communication between the administrative office and your family?

Question 8: Are you satisfied with the way you are treated by the KIPP staff when you come to the school?

Question 9: How satisfied are you with the quality of feedback you receive about your child’s performance?

Communication					
Score	Q.5	Q.6	Q.7	Q.8	Q.9
5	44%	49%	47%	60%	47%
4	33%	30%	42%	21%	33%
3	12%	9%	9%	9%	12%
2	5%	7%	0%	2%	0%
1	5%	0%	0%	5%	0%
No Response	2%	5%	2%	2%	0

Homework

Question 10: How satisfied are you with the quality of homework assignments given to your child?

Question 11: My child spends about ___ hours per night on homework. I think this amount is: scale 1 – 3.

Homework		
Score	Q.10	Q.11
5	35%	5%
4	39%	3%
3	13%	26%
2	6%	53%
1	4%	1%
No Response	2%	10%

Question 12: How satisfied are you with the Principal’s leadership?

Ppal's Leadership	
Score	Q.12
5	63%
4	23%
3	7%
2	0%
1	2%
No Response	4%

Agree or Disagree

Question 13: My child likes KIPP

Question 14: My child is not bullied or harassed at school.

Question 15: Staff treat my child fairly.

Question 16: When I come to the school, people are friendly and helpful.

Agree or Disagree				
Score	Q.13	Q.14	Q.15	Q.16
5	44%	50%	45%	55%
4	38%	34%	44%	39%
3	6%	3%	5%	2%
2	5%	4%	2%	1%
1	5%	6%	3%	1%
No Response	2%	3%	2%	2%

Enrollment Measures:

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

2006-2007 Performance: We started the year with 97% of our seats filled. There was a waiting list of 75 students. We do not take students after the 5th grade, thus as students leave (we had a 98% retention rate) we do not fill their seats.

Parent Involvement Measures:

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

2006-2007 Performance: Every student had a parent / guardian come to the school for at least one event. For our special Holiday Party and End-of-Year Celebration and Performance, we had over 350 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.

2006-2007 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.

2006-2007 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.

2006-2007 Performance: KIPP Academy Lynn's year end balance sheet demonstrates a sound financial position with more than \$625,000 of cash reserves.

Audit Measures:

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

2006-2007 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% of KIPP Academy Lynn Board of Trustees members will contribute to the organization annually, through financial and/or in-kind donations.

2006-2007 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.

2006-2007 Performance: The retreat held on August 29, 2006 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:

- 100% of KIPP Academy Lynn Board of Trustees meetings will have a quorum.

2006-2007 Performance: All of our Board of Trustees' meetings to date has had a quorum.

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

2006-2007 Performance: The Board of Trustees has both developed and followed its bylaws. Thorough minutes have been kept at each of the meetings.

Summary of External Standardized Test Results

Stanford 10 Test

An important tool for analyzing our students' growth over time is the Stanford10 Exam. Each group takes a benchmark SAT-10 exam within a month of entering the school. They are then tested each spring to determine how much they grew academically over the course of the year. 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.

You will see the numbers represented in two ways, National Percentile Rank (NPR) and Norm Curve Equivalents (NCEs).

National Percentile Rank (NPR) is often used by schools and parents to compare student results to a norm (reference) group from across the country 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 2014, 2013 and 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, 2013 and 2014. Zero (0) NCE growth indicates that the student grew one year's worth in one year. Thus, anything over (0) is considered more than one year's worth of growth.

Class of 2012 (7th Grade)

Test	Date	National Percentile Rank (NPR)	Norm Curve Equivalents (NCE)	Change in NCE
Reading Comp.	Fall 2004	38%	44	
	Spring 2005	59%	54	+10
	Spring 2006	65%	58	+4
	Spring 2007	70%	61	+3

Test	Date	National Percentile Rank (NPR)	Norm Curve Equivalents (NCE)	Change in NCE
Language	Fall 2004	42%	46	
	Spring 2005	68%	59	+13
	Spring 2006	65%	58	-1
	Spring 2007	71%	61	+3

Test	Date	National Percentile Rank (NPR)	Norm Curve Equivalents (NCE)	Change in NCE
Math	Fall 2004	49%	49	
	Spring 2005	74%	63	+14
	Spring 2006	89%	75	+12
	Spring 2007	91%	78	+3

Class of 2013 (6th Grade)

Test	Date	National Percentile Rank (NPR)	Norm Curve Equivalents (NCE)	Change in NCE
Reading Comp.	Fall 2005	37%	43	
	Spring 2006	62%	56	+13
	Spring 2007	69%	60	+4

Test	Date	National Percentile	Norm Curve Equivalents	Change in NCE
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		Rank (NPR)	(NCE)	
Language	Fall 2005	48%	48	
	Spring 2006	75%	64	+16
	Spring 2007	68%	59	-5

Test	Date	National Percentile Rank (NPR)	Norm Curve Equivalents (NCE)	Change in NCE
Math	Fall 2005	46%	48	
	Spring 2006	70%	61	+13
	Spring 2007	92%	79	+18

Class of 2014 (5th Grade)

Test	Date	National Percentile Rank (NPR)	Norm Curve Equivalents (NCE)	Change in NCE
Reading Comp.	Fall 2006	44%	47	
	Spring 2007	72%	62	+15

Test	Date	National Percentile Rank (NPR)	Norm Curve Equivalents (NCE)	Change in NCE
Language	Fall 2006	38%	43	
	Spring 2007	72%	62	+19

Test	Date	National Percentile Rank (NPR)	Norm Curve Equivalents (NCE)	Change in NCE
Math	Fall 2006	48%	48	
	Spring 2007	80%	68	+20

MCAS Test

The MCAS test is a state sponsored criterion referenced exam. The exam tests our students' proficiency with the state standards in the particular grade and subject that is being tested. Our students typically come in significantly below grade level. Thus, we expect to see a steady increase in the percentage of students "passing" the MCAS (scoring in the proficient and advanced categories) the longer a student is at KIPP. We have included the comparable scores from Lynn Public Schools and the state wide averages to act as a lens to view our results.

The results from the 2006-2007 MCAS exams are not available at this time. Below is a chart of our 2005-2006 MCAS results.

Test	% of KAL Students Scoring in the Proficient or Advanced Categories	% of Lynn Public School Students Scoring in the Proficient or Advanced Categories	% Students Across the State Scoring in the Proficient and Advanced Categories KIPP State
5 th ELA	43%	45%	49%
5 th Math	30%	32%	43%
5 th Science	45%	26%	50%
6 th ELA	59%	50%	64%
6 th Math	71%	31%	46%

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
- **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.

Number of Instructional Days for 2006-2007

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 a year 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.

Governance Profile

Board of Trustees

Board of Trustees			
Name	Affiliation	Committee	Term Period
Jennifer Davis, Board Vice President	Massachusetts 2020	Governance	March 2005 – 2008
Thomas Fredell, Board President	IntraLinks	Governance, Compensation	May 2006 -2009
Stig Leschly	SRL Capital	Finance	October 2006 - 2009
Steve Mancini	KIPP Foundation		May 2006 -2009
Maria Manzueta - board secretary	Girls Incorporated	Development	March 2004-2007
Scott Sarazan	Ernst & Young	Facilities	March 2007 - 2010
Rod Smith	Retired Health Administrator	Compensation	October 2005 - 2008
William Walker	Edwards and Kelcey	Facilities	April 2007 -2010
David Wick	KIPP Foundation	Development	May 2007- 2010
Josh Zoia, ex-Officio	KIPP Academy Lynn		

Board Member			
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Summary of Major Policy Decisions Made by Board of Trustees

- Approved Fiscal Year 2007-2008 budget.
- Recruited and approved new board members, William Walker, Scott Sarazan, David Wick, Stig Leschly
- Set Board of Directors goals for 2006-2007 at annual retreat.
- Approved interior renovations and the addition of 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. For Fiscal Year 2007, the Board met on the following dates: July 24, September 18, October 16, November 13, December 18, January 22, February 26, March 19, April 16, May 21, and June 1.

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 94 fifth graders, 79 sixth graders, and 58 seventh graders in the 2006-2007 year. The demographic profile of the students of Lynn Public schools versus the 2006-2007 KIPP Academy Lynn students is as follows:

Enrollment (2006-2007)			
	KAL	Lynn Public Schools	Massachusetts
Race/Ethnicity			
Caucasian	21.2%	30.2%	71.5%
African-American	19.5%	13.3%	8.2%
Hispanic	52.8%	42.4%	13.3%
Asian	0.4%	10.4%	4.8%
Native American	0%	0.3%	0.3%
Other	6.0%	3.4%	1.9%
Gender			
Male	50.2%	51.8%	51.4%
Female	49.8%	48.2%	48.6%
Selected Population Enrollment			
Limited English Proficiency	0.9%	23.3%	5.6%

Low-Income	85.7%	75.1%	28.9%
Special Education	19.5%	16.3%	16.9%
Total Count	231	13,619	968,661

Total Number of Applications Received

In total, 172 applications were received for grades five. We were able to accept 92 of these students into the school.

Student Attrition

At the end of the 2006-2007 school year, 225 of the 232 students who started in September remained. This represents a 3% attrition rate.

Expulsions and Suspensions

During the course of our third year, there were three 1-day suspensions, four 2-day suspensions, three 3-day suspensions, three 5-day suspensions and one 7-day suspension. No students were expelled.

Instructional Staff Profile

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 and leads trips backpacking in Utah

Alison Bagg – Social Studies

Anna Breen - Asst vice principal, English Language Arts Teacher

Stephanie Coats – Social Studies Teacher

Monique Cueto – ELA Teacher

Brandy Curtis- Fifth Grade Math Teacher

Andrea DeAngelo – Mathematics Teacher

Carrie Fitzgerald - Mathematics Teacher

Joel Hector – Special Education Teacher

Dorothy Rone Hill – Science Teacher

Nat Jones - Physical Education Teacher, dean of students

Marion McNamara – Science Teacher

Breannan O'Higgins - Physical Education Teacher

Tim Potts - Special Education Teacher

Emily Stead - Special Education Teacher

Jennifer Startek- Science Teacher

Danielle Tsibulsky – Reading Specialist

Nicholas Vanderwerken? - English Language Arts

Summary of Classroom Qualifications

As you can see from their individual descriptions, our 17 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 29 students per class.

Teacher Attrition

Five teachers out of seventeen will not be returning to KIPP Academy Lynn for the 2007-2008 school year. There were no terminations.

Financial Profile

The following financial statements for the 2007 fiscal year are unaudited.

Fiscal Year 2007 Income Statement

	<u>July '06 - Jun 07</u>
Income	
Federal and State Entitlements	2,836,847
Private Grants and Contributions	267,722
Lunch Reimbursements	<u>120,090</u>
Other Income	<u>5210</u>
Total Income	3,240,570
Expense	
Instructional	1,667,762
Special Education	212,447
General and Administrative	590,803
Facility	<u>559,139</u>
Marketing and Development	<u>79,265</u>
Total Expense	<u>3,109,415</u>
Net Income	<u><u>131,154</u></u>

Fiscal Year 2007 Statement of Financial Position

As of June 30, 2007

	<u>Jun 30, 07</u>
ASSETS	
Current Assets	
Total Checking/Savings	986,486.26
Other Current Assets	
Total Other Current Assets	<u>48,968.58</u>
Total Current Assets	1,035,454.84
Fixed Assets	
Equipment & Furniture	<u>33,970.27</u>
Total Fixed Assets	<u>225,912.94</u>
TOTAL ASSETS	<u><u>1,261,367.78</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Total Accounts Payable	-93.98
Def. Revenue- Govt. Grants	2,475.00
Def. Revenue- Private Grants	183,129.03
Deferred Rev- MA Per Pupil	12,952.03
Due to MTRS	<u>4,925.00</u>
Total Other Current Liabilities	<u>210,063.06</u>
Total Current Liabilities	209,969.08
Eastern Bank Loan	<u>149,081.26</u>
Total Long Term Liabilities	<u>149,081.26</u>
Total Liabilities	359,050.34
Retained Earnings	771,163.21
Net Income	<u>131,154.23</u>
Total Equity	<u>902,317.44</u>
TOTAL LIABILITIES & EQUITY	<u><u>1,261,367.78</u></u>

Fiscal Year 2008 – Projected Budget – approved by Board of Trustees

		Projected FY2008	
SOURCES	General purpose entitlement	3,336,840	
	State Revenues	189,233	
	Federal Revenues	329,450	
	Fundraising and Other Sources	432,000	
	TOTAL SOURCES	4,287,523	
	USES	Personnel	
		Total Personnel – salaries plus other (taxes, fringe benefit etc)	2,558,674
Total Direct Student Expenses		859,188	
Administration		197,000	
KIPP License Fee		51,650	
Total Administration		248,650	
Rent/Mortgage		279,319	
Principal/Interest on Construction Loan		40,500	
Other facilities		62,500	
Total Facilities		382,319	
Subtotal Uses		4,048,830	
reserves (5% in FY08)		202,441	
Total Uses		4,251,271	
Net Surplus (Deficit)		36,252	
Cumulative Cash Balance		1,034,947	

Dissemination Plan

We are relative 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 Greater Lynn, 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 three years, we have hosted more than 250 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 recruits their members to attend KAL. We also held two recruitment events at their facility.
- **Compass IDA.** In partnership with KIPP Academy Lynn, Compass provides a financial and budgeting course coupled with an Individual Development Account (IDA), 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. recruits 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 Historical Society.** Our students participated in a photographic exhibit of Lynn.
- **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.

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.