

Annual Report



2007-2008

School Name: KIPP (Knowledge Is Power Program) Academy Lynn

School contact person: Josh Zoia, School Leader/ Principal

jzoia@kipplynn.org

Phone: 781-598-1609

School address: 25 Bessom St., Lynn, MA 01902

Annual report submission date: August 1, 2008

Table of Contents

	Page
1. Introductory Description of the School	3
2. Letter from the Chair of the Board of Trustees	4
3. School Mission Statement	6
4. Summary of Educational Philosophy	6
5. Summary of Performance relative to Accountability Plan Goals	6
<i>Sources: Original Charter, Annual Reports 2004-2007, MCAS 2007 Summary, Eighth Grade Transcripts, March 2008 Guidelines for an Application for Renewal of a Public School Charter, October 2006 MA Charter School Common School Performance Criteria, DESE</i>	
<i>Includes: external and internal standardized test results</i>	
6. Number of Instructional Days	31
7. Board of Trustees	31
8. Summary of major policy decisions made by the Board of Trustees	32
9. Charter Amendments – n/a	
10. Summary of official complaints – n/a	
11. Student demographics	32
12. Total number of applications received	32
13. Student attrition data	32
14. Number of students who have been expelled and who have served in-school and/or out of school suspension	33
15. Name of School Administrator and Organizational chart	33
16. Summary of Classroom Teacher Qualifications	33-34

17.	Teacher attrition	34
18.	Income Statement	36
19.	Fiscal Year 2008 Statement of Net Assets (Balance Sheet)	
20.	Fiscal Year 2009 approved School Budget	37
21.	Plan for Dissemination of best practices or current dissemination project.	38
22.	NCLB Report Card	39

INTRODUCTION

KIPP Academy Lynn, a middle school located on the grounds of Holy Family Church in Lynn, submitted its final application to charter in November, 2003. After months of planning and hard work by Josh Zoia, School Leader and the Organizing Board, KAL brought staff on board, and opened its doors to the first class of 77 fifth grade Kippsters in September, 2004. The maximum student enrollment for students from Lynn is 320. On April 16, 2008 the enrollment was 304. The lottery for the incoming fifth grade 2008 has been held, and there is a waiting list of 152 Lynn residents for the fifth grade.

Our staff has grown from the core of four “founding” teachers, support staff, and Josh Zoia, working and teaching in the former Holy Family School classrooms and office. The campus now includes portable classrooms for the seventh and eighth grade classes and other offices. The staff of 35 includes an Instructional Leadership Team, a Business Operations Team, a Development Director, a Student Services Team, and 23 classroom teachers (this includes special educators and specialists). KIPP Academy Lynn is at full capacity, has just graduated its first class of eighth graders in June, and is working to become a contributing citizen within Lynn. KAL is developing educational relationships with local schools; offering an evening program for parents; and sharing staff, student time, and talents within the educational and local community.

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 fourth 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 fifth year serving students and their families, we reflect with pride on the graduation of our first eighth grade class in June. We share the good feelings with the families of the 53 proud young men and women who have succeeded as students at KIPP Academy Lynn, and completed a rigorous academic program, and grown in so many ways on their journey. We will follow them as they embark on the next leg of the path on their way to college, in various high schools, as you will see in this Annual Report. At the same time, we will all learn as we move forward, in the KIPP way, “how to do it even better.”

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 in this 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 the “now traditional” trip to Utah where our sixth-grade students went rock climbing, 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 philosophy of high quality instruction, character development, focus on results, and more time on task leads to our success.

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. The level of focus, attention, energy and excitement to learn, that is an everyday part of the KIPP experience is present in every corner of KIPP Academy Lynn, every day.

Sincerely,

Thomas Fredell

President, KIPP Academy Lynn Board of Trustees

KIPP Academy Lynn: 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.

6. Statement of Educational Philosophy

The educational philosophy of KIPP Academy Lynn Charter School is modeled upon the nationally recognized, tested and proven Knowledge Is Power Program (KIPP) in the South Bronx, New York and Houston, Texas. Both open-enrollment schools are the highest performing public middle schools in their respective school districts, as measured by standardized test scores, and serve students a majority whom arrive behind grade level. There are four elements of our Educational Philosophy, all of which are lessons learned from KIPP's success:

1. *High Quality Instruction* – High quality instruction is essential to the success of our students. It consists of **what** is taught: academic skills, intellectual habits and character traits and **how** it is taught: instruction that is meticulously planned, addresses various learning styles and is relevant to students.
2. *Character Development* – We believe that Academics without character is useless; students will have the skills but lack the motivation to use them. Character without academics is hollow; students will have the motivation but not the ability to use it. Together, they have the power to transform lives.
3. *Focus on Results* – KIPP Academy Lynn focuses on high student performance on standardized tests and other objective measures. The results provide feedback on our educational program in pursuit of the school's mission and help to ensure that our students are on track for rigorous high schools and colleges.
4. *More Time on Task* - Given the school's numerous learning goals and the fact that many students will arrive behind grade level, a longer school day, year, and mandatory summer school is necessary.

7. Summary of Performance Relative to Accountability Plan goals

a. Accountability Plan Objectives and Measures Relating to Faithfulness to Charter

Goal1/ 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.

Evidence of performance: All classrooms display signage on the walls to remind students of the primary cultural tenets of KIPP ACADEMY LYNN, including “No Shortcuts. No Excuses.” and “All of us WILL learn.” Students are held accountable for SLANTing, learning to be active listeners and participants in the classroom. Students also are 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 use Ganas to challenge students at their own levels.

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

Affirmative Evidence: At the end of every Friday afternoon, students, dressed in business attire, share songs celebrating the culture of KIPP and the topics they have covered in classes. Song lyrics, designed by KIPP teachers from this and other KIPP schools, include topics such as multiplication tables, geometry, reading, map types, the equator, and oceans of the world. Songfests conclude with “shout outs” to thank teammates for helpful actions throughout the week. These positive emotions close 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.

Affirmative Evidence: In weekly advisory meetings, students meet 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 use their paychecks, assignment grades, progress reports, and report cards as feedback indicating 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.

Affirmative Evidence: All of KIPP ACADEMY LYNN parents and students sign the Commitment to Excellence form. As necessary, the Commitment to Excellence is 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.

Affirmative Evidence: After being at the school for two academic quarters and understanding school expectations fully, 64% of our students earned an average of 35 KIPP dollars or more on their weekly paychecks during the 2004-2005 school year, 67% during the 2005-2006 school year, and 65% during the 2006-2007 school year

- 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.

Affirmative Evidence: Over the course of a year, we take more than twenty field trips per grade. Some field trips serve as rewards for strong classroom behavior, and others are academic in nature. All students participate in academic field trips, while quarterly incentive trips are earned as a reward for a paycheck average greater than 35 KIPP dollars. Incentive trips have included, but were not limited to roller skating, bowling, movies, a trip to the park or beach, Six Flags, Russell's Orchard, and parties for Valentine's Day and Halloween. Our average attendance at each of these reward trips was 65% during the 2004-2007 school years. Academic field lessons have included visits to Project Adventure, Plymouth Plantation, Boston Museum of Fine Arts and Boston Museum of Science. Lynn Historical Museum, State House.

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

Serving as the ultimate reward for hard work and good behavior, the end of year field trips include: for the fifth grade class, a week in Washington D.C. visiting over 14 museums and monuments; for the sixth grade class, 10 days in Utah, camping, hiking, rock climbing, whitewater rafting, exploring the national parks, and challenging themselves. The seventh grade end of year trip is a trip to New York City visiting museums, boarding schools, colleges and such sights as the Empire State Building, Statue of Liberty, a Broadway show and even a Yankee's game. This first eighth grade class will have visited California in June. The California trip includes visits to San Francisco, Yosemite National Park, San Diego, Joshua Tree National Park, UC-Berkley, and Los Angeles. The trip broadens students' horizons, teaches them outside of the classroom, and builds their character through visits to historical sights and tourist attractions as well as outdoor activities such as whitewater rafting, hiking and rock climbing.

2004-2005: 67% of the first fifth grade class earned the trip to Washington D.C.

2005-2006: 49% of the fifth grade class earned the trip to Washington D.C.; 47% of the first sixth grade class earned the trip to Utah.

2006-2007: 55% of the fifth grade class earned the trip to Washington D.C.; 66% of the sixth grade class earned the trip to Utah; 66% of the first seventh grade class earned the trip to New York City.

2007-2008: 72% of the fifth grade class earned the trip to Washington D.C.; 75% of the sixth grade class earned the trip to Utah; 68% of the seventh grade class earned the trip to New York City; 75% of the first eighth grade class earned the trip to California.

Goal 2/6: KIPP Academy Lynn will provide more time for students to be engaged in their learning.
Status: Goal Met

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.

Affirmative Evidence: School hours have been adhered to strictly.

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

Affirmative Evidence:

- 2004-2005 Performance: Students attended 20 Saturday school days, during which they participated in tutoring sessions, art classes, sports games, and step dance sessions.
- 2005-2006 Performance: Students attended 16 Saturday school days, during which they participated in tutoring sessions, art classes, sports games, and step dance sessions.
- 2006-2007 Performance: Students attended 16 Saturday school days, during which they participated in tutoring sessions, photography classes, sports games, and step dance sessions.
- 2007-2008 Performance: Students attended 16 Saturday school days, during which they participated in tutoring sessions, Latin classes, MCAS review, sports games, and step dance sessions.

All students are required to attend summer school

Affirmative Evidence:

- Attendance at the annual mandatory summer school will be 90% or better for all students.
- 2004-2005 Performance: Summer school ran from August 9th to August 27th. Our attendance rate was 98%.
- 2005-2006 Performance: Summer school ran from July 11th to July 29th. Our attendance rate was 96%.
- 2006-2007 Performance: Summer school ran from July 10th to July 28th. Our attendance rate was 95%.
- 2007-2008 Performance: Summer school ran from August 13th to August 31. Our attendance rate was 96%

Goal 3/ 7: KIPP Academy Lynn teachers will be recognized as professional educators committed to continuous learning and professional development.

Status: Goal Met

- Teachers will be reviewed and evaluated semi-annually.

Affirmative Evidence: Teachers receive 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.

Affirmative Evidence: At the beginning of the year, all teachers sit down with Principal, Josh Zoia or Assistant Principal, Anna Breen to establish specific goals for their professional growth. These goals are then formally discussed and reviewed at the end-of- year meetings between Mr. Zoia or Ms. Breen and the teacher.

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

Affirmative Evidence: The value of thorough, well-developed lesson plans has been a theme in much of the professional development for teachers. Teachers focus 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.

Affirmative Evidence: KAL staff attends a national professional development for all KIPP staff nationwide which includes 30 hours at KIPP Summit which has been in Las Vegas, NV; New Orleans, LA; Scottsdale, AZ; and San Antonio, TX. The staff participates in 80 hours of summer professional development at KIPP ACADEMY LYNN (KAL), 40 hours of PD during the year, and 16 hours at a KIPP conference, for a total of 166 internal PD hours. Examples of KIPP conferences include a Special Education conference in Denver, Colorado, an English Language Arts conference at the University of Virginia, a Writing retreat in Houston, TX, a “KIPP to College” B.E.A.M. conference in Virginia. In addition, our staff visited other KIPP schools in D.C. and New York and participated in the National Science Teachers Annual Conference Boston Massachusetts in 2008.

- An annual staff retreat will be held to foster teamwork and school culture.
- Affirmative Evidence: The retreat for 2006-2007 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 the upcoming year. There is an opportunity within the annual weeklong KIPP Summit for new and returning staff from individual KIPP schools such as KAL, to meet and work together. Similarly, during the all staff professional development week in August prior to the beginning of the school year, time is spent working on school wide initiatives in academic areas as well as student and staff culture.
- 100% of KIPP Academy Lynn teachers will be deemed highly qualified.

Affirmative Evidence:

2004-2005: The four academic instructors had taken and passed the MTEL tests.

2005-2006: The eight academic instructors had taken and passed the MTEL tests.

2006-2007: Eighty Eight per cent of the academic instructors had taken and passed the MTEL tests. The teachers who had not were scheduled to take them during summer 2007. KIPP is requiring all new teaching staff to take or register for the MTEL by the time they begin employment. KAL pays for all of the fees associated with taking the MTEL exam for our teachers.

2007-2008: All of the academic instructors have taken and passed the MTEL tests.

Goal 4/8: Students at KIPP Academy Lynn will be consistently reminded and encouraged that they are on the path to college.

Status: Goal Met

College-Focused Measures:

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

Affirmative Evidence: Students visited Boston University, Columbia University, Georgetown University, Harvard University and UC-Berkley.

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

Affirmative Evidence: Fifth grade students visited Governor Dummer Academy, Sixth grade students visited Phillips Academy Andover, and 7th grade students each visited Concord Academy or Noble and Greenough. Students visited 3 different types of college preparatory high schools: Private Independent; Religious: St. Mary's High School, St. John's Prep, Malden Catholic, and Our Lady of Nazareth; Public/Charter: Salem Academy or Lynn Classical High School.

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

Affirmative Evidence: Homerooms have included University of Pennsylvania, Berkeley, Virginia Tech, Baylor University, Purdue, Notre Dame, Salem State, University of Vermont, Colby, Suffolk University, Castleton, McMaster, Tulane, Tufts and Wesleyan. Fifth grade students are identified as the Class of 2015 in conversation and on their t-shirts, as 2015 is the year they will go to college. Similarly, sixth grade students are known as the Class of 2014, 7th grade students as the class of 2013, and 8th grade students as the class of 2012.

Other Criteria, as Defined by the Department of Elementary and Secondary Education in "Common School Criteria"

ELL: KIPP Academy Lynn Charter School holds all students, including English Language Learners, to rigorous standards. In accordance with KIPP's philosophy of *no excuses* and *more time on task*, all students who are English Language Learners receive the same academic content as their native English-speaking counterparts and are expected to become proficient in the English language at a rapid pace.

Given the demographics of the Lynn Public School District, KIPP Academy Lynn expected that 11.8 % of its students may be classified as English Language Learners, most of whom will speak either Spanish or Khmer. Although 60% of KIPP Academy Lynn students are, or were at one time, non-native English speakers, in fact, less than 1% of the students at KIPP Academy Lynn are classified as English Language Learners, since most students have been enrolled in the Lynn Public Schools at the elementary level, prior to coming to KIPP. In elementary school, the students would have received testing, services and retesting; most students who speak Spanish, are fluent in English and classified as FLEP or Formerly Limited English Proficient. The school is dedicated to providing ELL and FLEP students with an exceptional education and transitioning them into English proficiency as soon as possible. However, KIPP Academy Lynn also recognizes the importance of valuing students' native languages, and will reinforce an appreciation for the cultures, customs and languages of all of its

students through the school's core curriculum, enrichment programs, and life skills curriculum. KAL has provided cultural enrichment classes to all students including chorus, African drumming, and step dancing.

Experience at KIPP Houston, KIPP New York, and KAL indicated that our ELL students do best academically and socially when English-based classes are paired with intensive English support. This support occurs outside of core academic time as well as during our daily one hour tutoring / enrichment period. We have a full time teacher on staff with ELL certification and expertise. During the first year, this person came in on a part-time basis for the tutoring. The teacher has coordinated the amount and type of support each of our ELL students has received. Our classroom teachers receive materials and training in the two-week summer professional development program and throughout the year to meet the needs of our ELL students and are dedicated to supporting all of our students' language learning needs.

KIPP Academy Lynn administers an English language proficiency test to any student who indicates on the home language survey that English is not the primary language spoken at home. Any student classified as an English Language Learner participates in an English Immersion program, abiding by Massachusetts State Law and drawing upon the successes of other KIPP Schools who have used this program.

Special Education: While ensuring that every special education student receives the necessary services outlined in their Individual Educational Plan/Program (IEP), we always look to educate students with disabilities in their least restrictive environment, with their non-disabled peers to the maximum extent that is appropriate. Special education students are expected to master the general curriculum to the maximum extent possible with the use of supplementary support services as outlined in their IEP.

In the regular education classroom (inclusion setting), we are fully committed to using a wide range of techniques needed to engage students who are challenged by traditional lectures, reading and writing. For example, regular classroom instruction engages students' musical, visual, kinesthetic and social intelligences. Our Special Ed Director and two other certified/HQT special educators, work closely with classroom teachers to develop and implement appropriate instructional plans and assessments for an inclusion setting. In addition we have a licensed social worker with Special Ed experience who is providing tutoring and additional support to students as needed.

While we integrate our special education students into our regular programming as much as possible, students with special needs or on 504 plans sometimes require focused support outside of the regular education classroom. Special education services and other support services will typically be provided outside of time allocated for core academic subjects. Our special education staff ensures the success of all of our special education students by providing the services of specialists such as speech, language pathology, audiology and occupational therapy as well as providing eligible students supplementary aids such as tape recorders, books on tape, texts with large print and larger writing tools as needed. KAL uses the Eutactics program to manage the IEP paperwork process, and to help guarantee timely compliance.

(c) Enrollment – recruitment and enrollment process

Recruitment and Enrollment. Informal sessions surrounding the mission, curriculum and culture of our school begin in the months preceding the admissions lottery. After the lottery, further informational sessions cover key information about expectations, the schedule and address any concerns or questions. All families who decide to enroll their child participate in an orientation session and may receive a visit from a member of the KIPP Academy Lynn staff to further discuss the school's values and policies and learn about the student's past academic experiences, strengths and needs, and interests. During the home visit or orientation session, they are asked to review and voluntarily sign the "Commitment to Excellence" form.

Affirmative evidence:

	Year 1 Estimate	Year 1 Actual	Year 2 Estimate	Year 2 Actual	Year 3 Estimate	Year 3 Actual	Year 4 Estimate	Year 4 Actual	Year 5 Estimate
Grade5	80	77	80	81	80	94	80	96	80
Grade 6			80	70	80	79	80	85	80
Grade 7					80	58	80	70	80
Grade 8							80	53	80
Total	80	77	160	151	240	231	320	304	320

Is the School an Academic Success?

Goal 5/1: All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *reading and writing*.

Status: Goal Met

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.

Affirmative Evidence: **83%** of the students scored proficient or above on the ELA MCAS Exam.

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.

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.

The school will make Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups. (Source: common criterion)

To make adequate yearly progress in 2007, a student group must meet (A) a student participation requirement, either (B) the State's 2007 performance target for that subject or (C) the group's own 2007 improvement target, and (D) an additional attendance or graduation requirement. (Source: DOE MCAS section)

English Language Arts – MCAS – AYP Data

Student group	Participation Did at least 95% of students participate in MCAS?		Performance Did student group meet or exceed state performance target?		Improvement Did student group meet or exceed its own improvement target?		Attendance Did student group meet 92% attendance?		Overall AYP Did subgroup meet AYP?
	Met Target	Actual	Met Target	Actual	Met Target	Actual	Met Target	Actual	AYP 2007
Aggregate	YES	98	YES	86.0	YES	6.9	YES	96.9	YES
LEP	--	--	---	--	--	--	--	--	--
Special Education	YES	95	NO	63.1	YES	5.5	YES	96.2	YES
Low Income	YES	98	YES	85.7	YES	7.1	YES	96.9	YES
African American/Black	YES	98	YES	89.4	YES	15.0	YES	97.9	YES
Asian or Pacific Islander	--	--	--	--	--	--	--	--	--
Hispanic	YES	99	NO	83.6	YES	3.4	YES	96.6	YES
Native American	--	--	--	--	--	--	--	--	----
White	YES	96	YES	88.3	YES	6.4	YES	96.7	YES

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.

2006-7 Grade	Years at KIPP	% of KIPP ACADEMY LYNN (KAL) students scoring Prof. or Advanced	% of Lynn Public School students scoring Prof. or Advanced	% students statewide scoring Prof. or Advanced
7 th	3	83%	49%	69%

Goal 6/2: All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *mathematics*.

Status: Goal Met

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.

Affirmative Evidence: **71%** of our first 6th grade class scored proficient or advanced on the 2006 MCAS.

70% of the 6th grade class scored proficient or advanced on the 2007 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.

KAL did not have an 8th grade class yet during the academic years from 2004-2007.

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>

7 th Grade	49	3	78	9.6	29
-----------------------	----	---	----	-----	----

- All grade level cohorts have improved more than 3 NCE equivalents in each year at KIPP. Once the first cohort (grade 7) achieved an average of 70 NCEs, they improved their level of performance by an additional 2.8 NCE equivalents.
-
- The school will make Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups. (source: common criterion)
 - To make adequate yearly progress in 2007, a student group must meet (A) a student participation requirement, either (B) the State's 2007 performance target for that subject or (C) the group's own 2007 improvement target, and (D) an additional attendance or graduation requirement. (source: DOE MCAS section)

Mathematics

Student group	Participation		Performance		Improvement		Attendance		Overall AYP
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance?		Did subgroup meet AYP?
	Met Target	Actual	Met Target	Actual	AYP 2007	Actual	Met Target	Actual	AYP 2007
Aggregate	YES	99	YES	81.6	YES	6.6	YES	96.9	YES
LEP	--	--	---	--	--	--	--	--	--
Special Education	YES	95	NO	54.8	YES	4.8	YES	96.2	YES
Low Income	YES	99	YES	81.0	YES	6.0	YES	96.9	YES
African American/Black	YES	98	YES	80.3	YES	14.3	YES	97.9	YES
Asian or Pacific Islander	--	--	--	--	--	--	--	--	--
Hispanic	YES	99	YES	80.3	YES	2.1	YES	96.6	YES

Native American	--	--	--	--	--	--	--	--	----
White	YES	100	YES	86.2	YES	7.9	YES	96.7	YES

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.

Grade 6 year	Years at KIPP	% of KIPP ACADEMY LYNN students scoring Prof. or Advanced	% of Lynn Public School students scoring Prof. or Advanced	% students statewide scoring Prof. or Advanced
2005-2006	2	71%	31%	46%
2006-2007	2	70%	35%	52%

We did not have an 8th grade class for the 2006-2007 school year.

Goal 7/3: All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *Social Studies*.

Status: Goal Met

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 scored HSS MCAS exam for 5-7th graders in Massachusetts.

Criterion-Referenced Measures:

KIPP Academy Lynn students who have been enrolled at the school for at least two years will achieve Report Card Term IV grades of 80-100 as the equivalent of Proficient and Advanced. Following KIPP’s rigorous Social Studies and History curriculum, we believe the students have gained proficiency.

2006-2007	Years at KIPP	% of KIPP ACADEMY LYNN students report card grades: 80-90%	% of KIPP ACADEMY LYNN students report card grades: 90-100%	Number of Students in Grade
Grade 6	2	61%	31.1%	77
Grade 7	3	33.3%	48.33%	60

We did not have an 8th grade class for the 2006-2007 school year.

Goal 8/4: All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in science.

Status: 2004-2006 – Making progress, 2007 - Goal Met

Criterion-Referenced Measures:

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

<i>Year</i>	<i>Percent proficient</i>
<i>2004-2005</i>	<i>48%</i>
<i>2005-2006</i>	<i>45%</i>
<i>2006-2007</i>	<i>57%</i>

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

- On the eighth grade Science and Technology 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.

KIPP ACADEMY LYNN did not have an 8th grade class in 2006-2007.

KIPP Academy Lynn students who have been enrolled at the school for at least two years will achieve Report Card Term IV grades of 80-100 as the equivalent of Proficient and Advanced. Following KIPP’s rigorous Science curriculum, we believe the students have gained proficiency.

2006-2007	Years at KIPP	% of KIPP ACADEMY LYNN students report card grades: 80-90%	% of KIPP ACADEMY LYNN students report card grades: 90-100%	Number of Students in Grade
-----------	---------------	---	--	--------------------------------

Grade 6	2	32.4 %	40.2 %	77
Grade 7	3	51.2 %	40 %	60

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 and Technology MCAS Exam when compared with their peers at Lynn Public Schools and the Massachusetts state average for their peers.

Grade 5	Years at KIPP	% of KIPP ACADEMY LYNN students scoring Prof. or Advanced	% of Lynn Public School students scoring Prof. or Advanced	% students statewide scoring Prof. or Advanced
2004-2005	1	48%	14%	51%
2005-2006	1	45%	26%	50%
2006-2007	1	57%	31%	51%

- 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 and Technology MCAS Exam when compared with their peers at *Lynn Public Schools* and the *Massachusetts* state average for their peers.

KIPP ACADEMY LYNN did not have an 8th grade class from 2004-2007

Other – Achievement, Improvement, Assessment Measures

Internal assessments and measurements linked with the school’s promotion or exit standards, not included in the Accountability Plan

Massachusetts Public School Performance (MPSP) – KAL needs current data to immediately understand student strengths and weaknesses and to fill in any gaps before students fall further and further behind, in addition to the annual MCAS exams. MPSP provides training in the use of a guided process that occurs again and again throughout the school year. MPSP Assessments are administered at the very beginning of the school year in English and in Mathematics to help the school leader and teachers immediately understand where their students are beginning the year. Then, every 6-7 weeks, two assessments are administered– one in English and one in Mathematics – to students in grades 5, 6, 7, and 8. Each assessment takes place during one regular classroom period and tests the material the teachers have recently covered. KAL receives research-based data within 48 hours of administration of the assessment.

MPSP Teacher Meetings

At KIPP, for example, the 5th-8th grade teachers meet to discuss the ELA data one week after the assessment is administered. Each teacher completes the data analysis for their own grade level. The ELA teacher leader at KIPP then determines a focus for the meeting based on common issues occurring across grade levels. At the data meeting the ELA department flushes out a shared understanding of cross-grade level expectations for students – that is to say, the degree of difficulty to which students are expected to understand concepts at specific grade levels. They then plan concrete ways to address these skills not only in their grade-level classrooms but also through interdisciplinary work with other departments.

Skills and Knowledge Expectations

What is taught. The content of the educational program at KIPP Academy Lynn will be driven by the three learning goals included in the school’s mission: academic, intellectual and character skills.

a. Academic Skills

- Calculate accurately.
- Read fluently.
- Write effectively.
- Comprehend fundamental knowledge.

Research from E.D. Hirsch confirms what the experiences of KIPP Academy New York and Houston have proven: the development of intellectual skills is possible only after a solid base of fundamental academic skills and knowledge is attained.¹ This focus on fundamentals is especially important in Lynn where the low sixth, seventh and eighth grade MCAS scores suggest that students have poor mastery of these fundamentals academic skills and knowledge.

KIPP Academy Lynn’s Math curriculum provides an excellent example of the importance of fundamentals. A student must know the multiplication tables in order to effectively solve more complex word problems. Thus, the fifth grade Math curriculum is focused on developing these fundamental math skills. A solid base of fundamental skills taught in the fifth and sixth grade allows eighth grade students to take a ninth grade Algebra course, meeting and exceeding the Massachusetts Mathematics Curriculum Framework benchmarks. Students who are not developing these necessary skills are provided with the appropriate level of individualized tutoring sessions and extra remediation during Saturday classes.

b. Intellectual Habits

- Think critically.
- Apply *Academic Skills* to solve complex problems.
- Analyze, synthesize and evaluate information.
- Perform high-level conceptual tasks.

Developing intellectual skills in our students is a key component of KIPP Academy Lynn’s mission. In accordance with findings from Benjamin Bloom’s “Taxonomy of Educational Objectives,” as the fundamental academic skills are known and comprehended, students will be increasingly required to

¹ E.D. Hirsch, *The Schools We Need and Why We Don’t Have Them*. New York: Anchor Books, 1996. 23.

apply their skills and knowledge to new situations, as well as analyze, synthesize and evaluate the information they are learning.² To ensure that our students develop the necessary intellectual skills, we have developed a curriculum that will push students to extend their fundamental academic skills and knowledge into exploring more complex and abstract concepts.

c. Character Skills – *The Six Virtues of KIPP Academy Lynn Charter School*

- Integrity – honor, honesty
- Community – village, co-operative spirit, acting in the best interest of others and yourself
- Perseverance – resolve and determination
- Excellence – Always putting forth your best effort.
- Respect – Treating others as they would like to be treated.
- Enthusiasm – eagerness, enthusiasm, zeal

More than academic and intellectual skills alone are needed to maximize students' potential in high school, college and the world beyond. In the words of David Levin, founder of KIPP Academy New York, "The experiences of KIPP Academy New York and KIPP Academy Houston have taught us that *academics* without *character* is useless; students will have the skills but lack the motivation to use them. *Character* without *academics* is hollow; students will have the motivation but not the ability to use it. Together, they have the power to transform lives." Character Development is one of the four core elements of our educational philosophy:

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

Character Skills. According to Dr. Howard Gardner, defining and creating an effective character development program depends on "clarity and common vision."³ Our school will create this clarity and common vision by basing our character skills development program on six core virtues. By virtues, we mean the specific words, actions and visible daily habits that our students will cultivate each day. The six virtues are *Integrity, Community, Perseverance, Excellence, Respect, and Enthusiasm*. These six virtues will be supported through the Student Management Systems such as Paychecks and an array of evidence based instructional methods. The school wide culture supports and reinforces these virtues. Common slogans will be posted and reinforced throughout the school and the classrooms such as: "There are No Shortcuts," "Work Hard, Be Nice," "Team Beats Individual," "Take the Extra Step" and "All of Us Will Learn." In addition, there will be a clear and common set of behavior norms such as looking a person in the eye when speaking or listening, "SLANTing" in class at all times (Sit up straight, Listen, Ask and answer questions, Nod your head if you understand, and Track the person speaking), positive body language and uniforms. In addition, classroom time will be set aside to teach the six virtues, focusing on virtues such as teamwork using cooperative learning activities and strategies from resources like Spencer Kagan's "Cooperative Learning" guide.

School wide culture does not stop in the classroom; it extends to the hallways and outside of the school. The six virtues are upheld during Field Lessons, on the "T," in museums, and in the roller skating rink. In

² B.S. Bloom, *Taxonomy of Educational Objectives: The Classification of Educational Goals*, New York; Longmans & Green, 1956.

³ Howard Gardner, *The Disciplined Mind*. New York: Simon and Schuster, 1999.246

addition, there are systems in place to teach and reinforce the six virtues on a more individualized basis. One of these systems is an advisory program in which every student is assigned to a faculty member for the year. This advisor is responsible for monitoring their advisees' progress in developing academic, intellectual and character skills and for providing the student with the appropriate remediation or support for any unmet academic or emotional needs.

Quality Instruction is Varied Instruction. Students process material in a variety of learning styles. All lesson plans will incorporate auditory, visual and kinesthetic activities in order to meet the individual needs of all students. A lesson on the form and function of the organs of the human circulatory system would include a rap song on the circulatory parts and their functions (auditory), a diagram of the circulatory system in which students would label the various parts (visual), and a game that would require the students to put together a 3-D model of the circulatory system (kinesthetic).

Quality Instruction is Relevant to Students. Teachers will take into consideration the interests and cultural backgrounds of our students in an effort to make all instruction R.I.P.E⁴: Relvant, Inclusive, Purposeful and Exciting. For example, since there is a large population of Latino students living in Lynn, we have enrolled a significant number of Latino students. We incorporate Latino short stories into our English language arts curriculum, and when appropriate study History through our students' Latino lens. The school program includes a wide variety of cultural performance programs to enhance our students' learning. These have included, on an annual basis, three Latino dance programs, African drummers, Step team performances and Gospel choir.

Teaching and Learning

How it is Taught. At KIPP we have learned that high quality instruction is a result of proper planning, varied instruction techniques, and methods that are relevant to students. Our approach to high quality instruction is threefold:

Quality Instruction is Meticulously Planned. Teachers at KIPP Academy Lynn are required to plan lessons over the summer in the school's curriculum development and professional development weeklong workshops. All lessons are planned at least 24 hours in advance and follow a common lesson plan format. This format includes the following components: the lesson's aim, a review activity, motivation/purpose for the lesson, key vocabulary/rules/facts/ideas that the students must learn, questions that the teacher does not want to forget to ask, two to three teacher-guided activities, two independent activities, criteria for lesson evaluation and assigned homework.

Assessment and instructional decision making

Internal assessment results and process

Core Subject Tests. Teachers develop and administer 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 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 develops quarterly unit examinations. These examinations follow the scope and sequence for each course. Results from these examinations help teachers

⁴ Interview, David S. Ganapol, 2003.

identify which standards need more classroom time and/or new instructional approaches. A final examination tests students for all standards for the year.

Projects. Throughout the year, students complete independent and group projects that combine multiple learning goals and that require the student to complete work outside of the classroom. These projects not only assess 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. KAL 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 is our behavior tracking system.

Instructional Leadership

The objective of observing and evaluating staff is that of personal and professional growth. The quality of teaching is dependent upon the creation of an "open door" philosophy that holds hunger for learning, humility and honesty as the highest values. Continual professional growth is the norm. The process used for observing, evaluating and professionally developing staff, regardless of their experience or level of effectiveness, will be ongoing. A folder will be kept of the reflections from each type of observation.

KIPP Academy Lynn Evaluation Process	
Type of Support	Timeline
Goal Setting	June
Walk Throughs	July-June
Informal Observations	July-June
Formal Observations	Quarterly
Check in	Monthly
Peer Observation	Twice per quarter
Student Reviews	January and June
Summative Review	June

Before the beginning of the year, the School Leader /Principal or Assistant Principal sit down with each staff member to create personalized professional development goals. After the school year begins, informal "walk through" observations occur daily, in which the School Leader/Principal or Assistant Principal drops in on a portion of a lesson. Once each quarter, every teacher is officially observed for a full lesson. Pre-observation conferences take place, in which areas of focus are identified. During the post-observation conference, a written performance review is discussed at length. Peer observations are encouraged to the maximum extent possible,

and required at a minimum of two lessons quarterly. The faculty develops a protocol and format for observations during the summer training prior to the start of each year. In addition to classroom observations, there are monthly teacher check-ins with the School Leader/Principal or Assistant Principal to keep the channels of communication open. The students' voices are heard with a semi-annual teacher evaluation.

KIPP Academy Lynn is committed to ensuring that new teachers are provided with the support needed to develop into effective instructors. As a result, newer, less experienced staff are observed more often and provided with more frequent feedback. When necessary, classroom observations are accompanied by co-planning lessons with experienced teachers and observing others teach model lessons. In the first year, the School Leader/Principal or Assistant Principal conducted the majority of the regular classroom observations and mentoring inexperienced teachers. As the staff has grown, there are three staff members responsible for the observations. At the end of the year the School Leader /Principal or Assistant Principal will meet each staff member to reflect upon a summative report based upon their progress towards reaching their goals, notes from 15-20 observations, including: walk through observations, informal observations, and the official observations.

Is the School a Viable Organization?

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

Communication Measures:

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

Affirmative Evidence: Parents have been held accountable for their role in ensuring that their child is behaving properly and ready to learn in classes. All parents have signed their child's paycheck. In the rare situations when 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.

Affirmative Evidence: 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 has had a parent or guardian come in for at least one conference.

Attendance Measures:

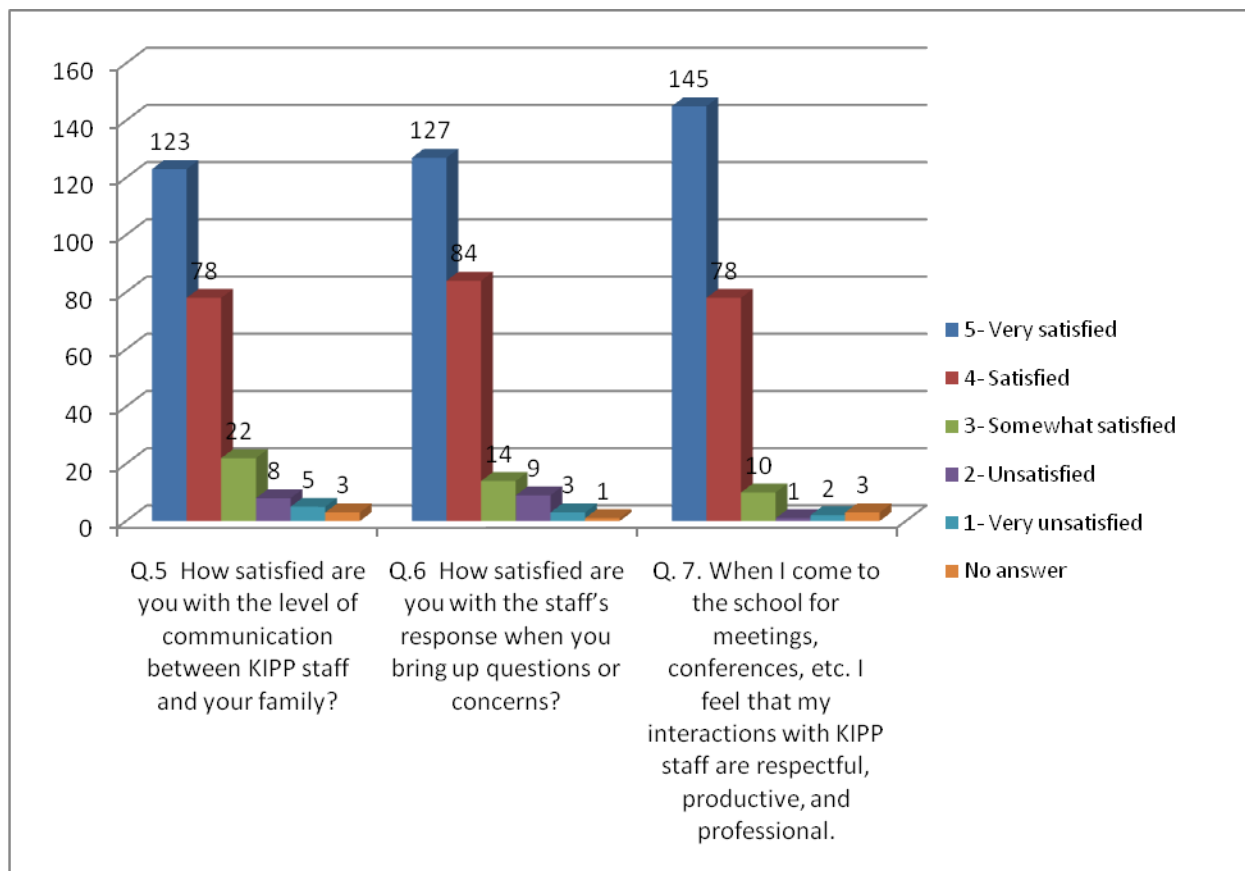
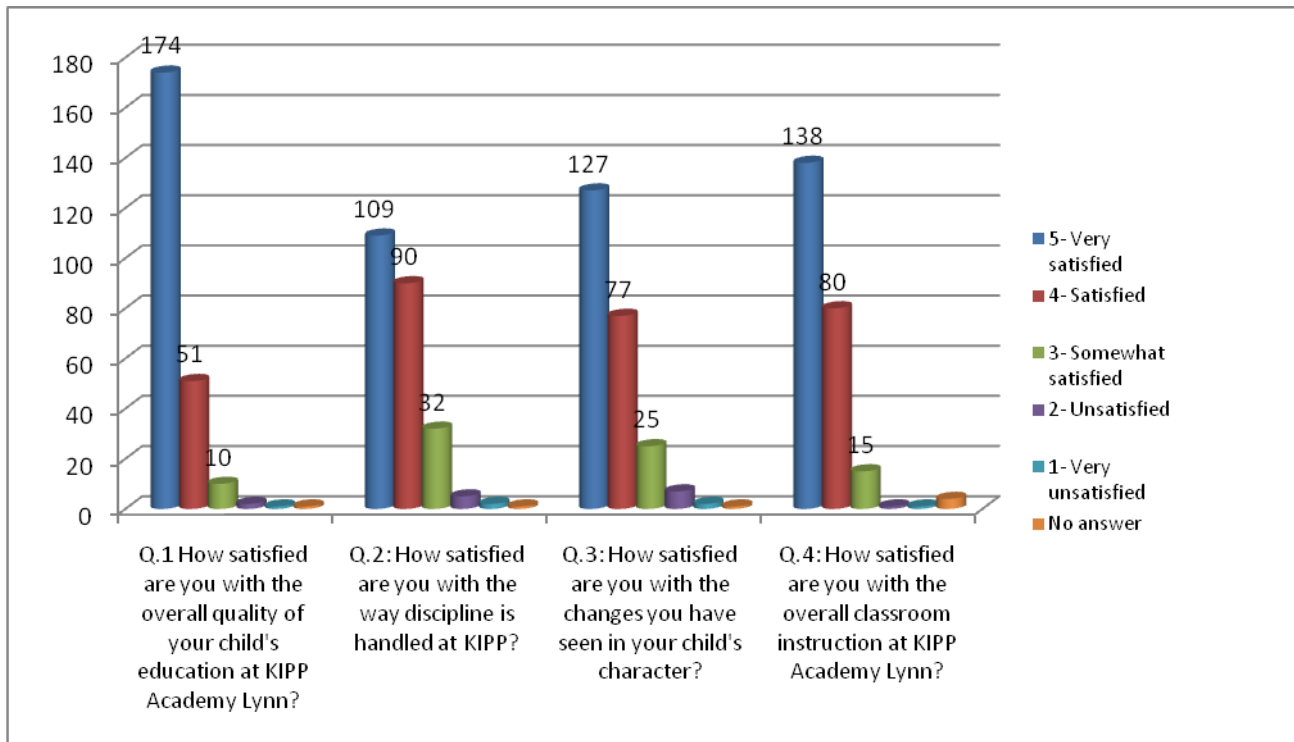
- Each year the average daily attendance rate at KIPP Academy Lynn will meet or exceed 90%.

Year	Daily attendance rate
2004-2005	98% 11 (14%) had 100% attendance
2005-2006	98% 24 students (16%) had 100% attendance
2006-2007	98% - 2 students had 100% attendance

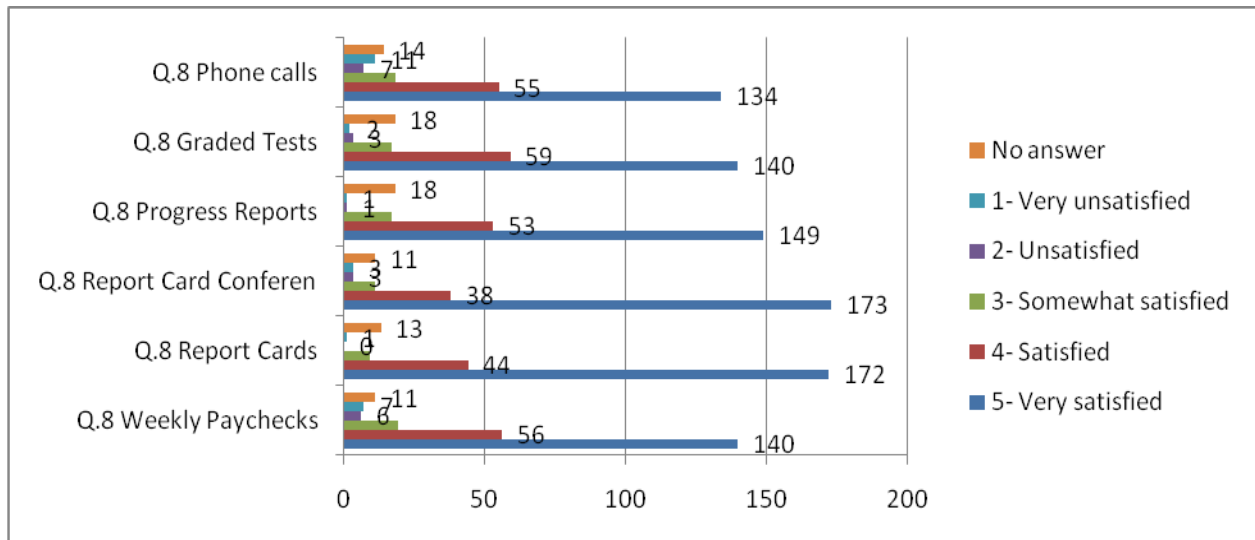
Parent Survey Measures:

- 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) These surveys have been overwhelmingly positive throughout the years. The following is the most recently collected data sample.

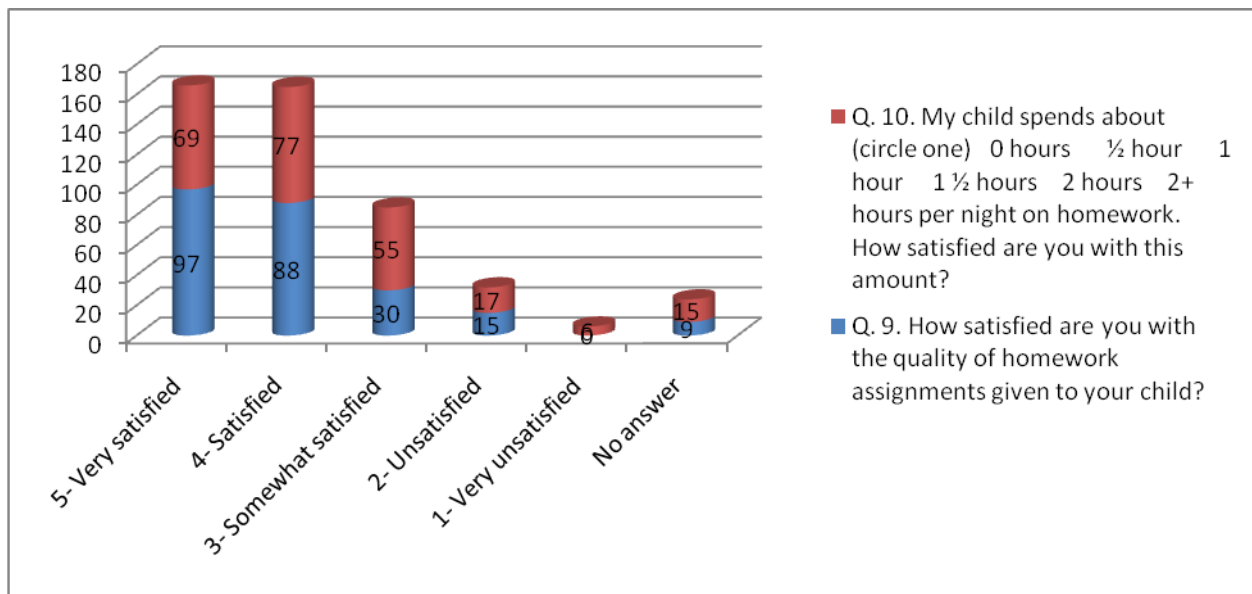
2007-2008 Performance: 92% of the parents responded to our annual survey. The responses were positive and reinforced that KIPP Academy Lynn is on the right track.



What form(s) of feedback do you feel are the most helpful and informative regarding your child's performance and behavior? Please rate each category below on a scale from 1 to 5, 1 being least helpful and informative, and 5 being the most helpful and informative.

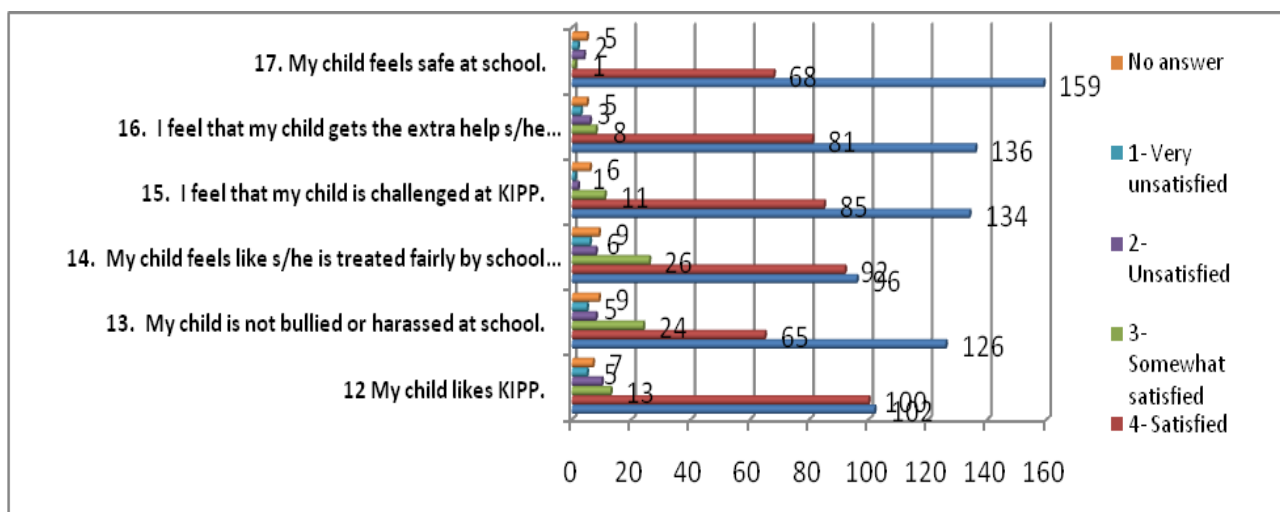


	Q.8 Weekly Paychecks	Q.8 Report Cards	Q.8 Report Card Conference	Q.8 Progress Reports	Q.8 Graded Tests	Q.8 Phone calls
5- Very satisfied	59%	72%	72%	62%	59%	56%
4- Satisfied	23%	18%	16%	22%	25%	23%
3- Somewhat satisfied	8%	4%	5%	7%	7%	8%
2- Unsatisfied	3%	0%	1%	0%	1%	3%
1- Very unsatisfied	3%	0%	1%	0%	1%	5%
No answer	5%	5%	5%	8%	8%	6%



	<u>Q.9</u>	<u>Q.10</u>
<u>5- Very satisfied</u>	<u>41%</u>	<u>29%</u>
<u>4- Satisfied</u>	<u>37%</u>	<u>32%</u>
<u>3- Somewhat satisfied</u>	<u>13%</u>	<u>23%</u>
<u>2- Unsatisfied</u>	<u>6%</u>	<u>7%</u>
<u>1- Very unsatisfied</u>	<u>0%</u>	<u>3%</u>
<u>No answer</u>	<u>4%</u>	<u>6%</u>

<u>Number of Hours</u>	<u>Q. 10.</u>
<u>2+</u>	<u>77</u>
<u>2</u>	<u>78</u>
<u>1.5</u>	<u>39</u>
<u>1</u>	<u>19</u>
<u>0.5</u>	<u>2</u>
<u>No answer</u>	<u>14</u>



5- Very satisfied	<u>43%</u>	<u>53%</u>	<u>41%</u>	<u>56%</u>	<u>57%</u>	<u>67%</u>
4- Satisfied	<u>42%</u>	<u>27%</u>	<u>39%</u>	<u>36%</u>	<u>34%</u>	<u>28%</u>
3- Somewhat satisfied	<u>5%</u>	<u>10%</u>	<u>11%</u>	<u>5%</u>	<u>3%</u>	<u>0%</u>
2- Unsatisfied	<u>4%</u>	<u>3%</u>	<u>3%</u>	<u>1%</u>	<u>3%</u>	<u>2%</u>
1- Very unsatisfied	<u>2%</u>	<u>2%</u>	<u>3%</u>	<u>0%</u>	<u>1%</u>	<u>1%</u>
No answer	<u>3%</u>	<u>4%</u>	<u>4%</u>	<u>3%</u>	<u>2%</u>	<u>2%</u>

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.

2004-2005 77 Students on First Day of School = 96.25%

2005-2006 The academic year began with 98% capacity, with 78 of our 80 available seats filled. Within the first week, KAL was at full capacity.

2006-2007 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.

2007-2008 We started the year with 96% of our seats filled. There was a waiting list of 135 students. We do not take students after the 5th grade, thus as students leave (we had an 88% 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.

Affirmative Evidence: Every student has 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 10/10: KIPP Academy Lynn will maintain sound organizational viability by demonstrating sound fiscal and administrative practices. Status: Goal Met

Budget Measures:

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

2007-2008 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, KIPP ACADEMY LYNN'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.**

2007-2008 Performance: KIPP Academy Lynn's board approved a balanced annual budget and reviewed the comparison of the actual and projected financials monthly to ensure KIPP ACADEMY LYNN's adherence to its financial plan. For the year, KIPP Academy Lynn spent less than its budget allowances and exceeded its revenue targets. Budget presented at Number 19 on page 36.

Balance Sheet Measures:

- Annual balance sheets will show that the school is fiscally sound and maintains adequate cash reserves.
2007-2008 Performance: KIPP Academy Lynn's year end balance sheet demonstrates a sound financial position with more than \$625,000 of cash reserves. The unaudited FY08 Balance Sheet is presented at Number 20 on page 37.

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

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.

2004-2008 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.

2004-2007 Performance: The retreats held on October 25, 2004; October 29, 2005; August 29, 2006, and July 28, 2007 - focused on long term goal setting for board governance, community development, fundraising and a facilities plan. The board also spent time in specific years on topics including finalizing board rules and responsibilities, board expansion, a strategic plan, establishing a facilities/finance committee, an organizational review, and charter renewal/school growth.

Board Meeting Measures:

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

2004-2008 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.

2004-2008 Performance: The Board of Trustees has both developed and followed its bylaws. Thorough minutes have been kept at each of the meetings.

Common School Criteria Related to Organizational Viability – topics not included in Accountability Goals reporting.

1. Financial Management

Internal controls – KIPP Academy Lynn has a Fiscal Policy and Procedures manual which has been reviewed and approved by the accountants and the Board, which establishes internal controls over revenues, expenses, and exercises good business practices.

2. Leadership and Governance

- a. Roles and responsibilities - as outlined in the site visit report, the Board of Trustees sees its role as providing leadership and governance primarily through its oversight of the school leader.
- b. Board oversight – the board conducts an annual “360 review” of the school leader, based on annual performance goals determined by the board and the school leader.

3. Compliance

Coordinated Program Review – the Coordinated Program Review Onsite visit took place March 27-31, 2006. Due to illness on the site team, and DOE/DESE program modifications, the corrective action plan was submitted on Dec. 31, 2007, and the review was completed March 10, 2008. KIPP Academy Lynn was praised for the excellence of its instructional program, and the student work effort and accomplishments. The dedication of the school leader, teachers, staff, families and students was noted as impressive. An area of concern, documentation of ELL and SPED student services – including evaluations and IEP’s in detail, were already being addressed when the report arrived, and the corrective action plan was being prepared. Additional staff had been brought on board, and the Eutactics program had been purchased for SPED documentation. All of the responses outlined on the Corrective Action Plan submitted on Dec. 31, 2007 were approved. KAL submitted copies of completed Evaluation consent forms by June 30, 2008, as well as copies of the KAL SPED PAC information. The other area of concern, Civil Rights, also involved documentation which had been in process including the KAL Student Handbook. The handbook will be distributed to all students and staff at the beginning of Summer School 2008. Policies, procedures and training were approved as part of the Corrective Action Plan. The Coordinated Program Review was an excellent opportunity for KAL to “document what we do,” for the site visit, and complete some of that documentation as part of the Corrective Action Plan. The dedication of the school leader, teachers, staff, families and students was noted as impressive. This dedication is put to use to provide and continue to develop a fully compliant and documented program and environment.

6. The number of instructional days including summer school is 177.

7. 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		October 2006 - 2009
Scott Sarazan	Ernst & Young	Facilities	March 2007- 2010
William Walker, Secretary	Edwards and Kelcey	Facilities	April 2007 -2010
Christopher Lyle, Treasurer	Bain Capital	Finance	July 2007- 2010
Danielle Burke Boudreau	New Profit	Development	February 2008-2010
Josh Zoia, ex-Officio Board Member	KIPP Academy Lynn		

8. Summary of major policy decisions made by the Board of Trustees

Approval of balanced budget aligned with educational priorities, approval of Health Policy, revised Complaint Policy, facility renovations, approval of Re-Chartering Application which includes an Updated Accountability Plan for 2008-2112.

11. Student demographics

Student Demographics

KIPP Academy Lynn served 96 fifth graders, 87 sixth graders, 70 seventh graders, and 53 eighth graders in the 2007-2008 year. The demographic profile of the students of Lynn Public schools versus the 2007-2008 KIPP Academy Lynn students is as follows:

Enrollment (2007-2008)			
	KIPP ACADEMY LYNN	Lynn Public Schools	Massachusetts
Race/Ethnicity			
Caucasian	19.1%	28.6%	70.8%
African-American	24.4%	13.5%	8.1%
Hispanic	55.2%	44.2%	13.9%
Asian	1.3%	10.4%	4.9%
Native American	0%	0.2%	0.1%
Other	0%	3.4%	1.9%
Gender			
Male	52.2%	51.7%	51.4%
Female	47.8%	48.3%	48.6%
Selected Population Enrollment			
Limited English Proficiency	1.0%	25.0%	5.8%
Low-Income	85.7%	75.4%	29.5%
Special Education	19.5%	16.9%	16.9%
Total Count	299 need 10/1	13,481	962,776

12. Total number of applications received - 230

13. Student attrition data

Student attrition 2007-2008

Grade

Left During the Year

Expect not to return Fall 2008

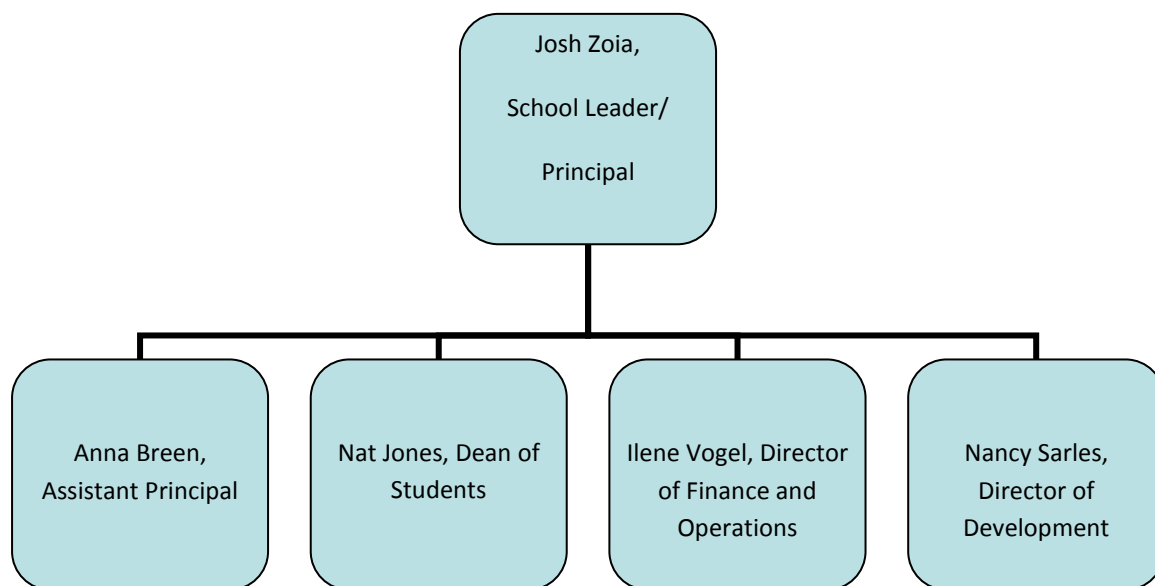
5	1	2
6	3	0
7	0	1
8	1	n/a

Reasons for leaving: student and family moved, in some cases out of state(7); going to another local school (1)

14. Number of students who have been expelled and who have served in-school and/or out of school suspension

	In-school suspension	Out of school suspension
2007-2008 Number of students	9	16

15. School administrators organizational chart



16. Summary of Teacher Qualifications

Number of fte teachers

20.7

and aides (0)

Average years of teaching experience of classroom teachers

6

Average years of service at the school: note that KIPP Academy Lynn has been open since August 2004 (**4 school years** as of June 2008)

2.6

Average class size at the school: 20

Average core subject class size at the school: 30

17. Teacher attrition

Classroom Teacher Attrition		
School Year		2007-2008
Teachers		
Number and FTEs		24.6
Departures during school year		2
Departures at end of school year		3
Note: 2 Teachers have added administrative duties to teaching duties as of 2006/2007:		
Assistant Principal and Dean of Students		
Departures:		
Teaching departures were a combination of:		
		2007-8
Choice		
Non-renewal		3
Family Move		1
Graduate School		1

18. Fiscal Year 2008 Statement of Revenues, Expenses and Changes in Net Assets
(Income Statement)

KIPP Academy Lynn - Statement of Income and Expenses		Jul '07 - Jun 08
Income		
Federal and State Entitlements		
Per Pupil Tuition		3,357,143.00
State and Federal Grants		360,642.65
Mass Health- Medicaid		22,138.65
Federal and State Entitlements		3,739,924.30
Private Grants & Contributions		
Private Grants and contributions		377,284.50
Other Income		
Lunch Reimbursements		
Lunch Income- State and Federal Reimbursements		85,131.46
Lunch Reimbursements - Other		30,000.00
Total Lunch Reimbursements		115,131.46
Transportation Reimbursement		55,696.80
Student Fundraising and Collections		13,158.57
Interest & Other Income		16,674.82
Total Other Income		200,661.65
Total Income		4,317,870.45
Expens		
Personnel Expenses		
Salary - Instructional		1,522,599.06
Salary - Admin and Support		329,704.25
Salary - Student Services		190,910.56
Total Salaries		2,043,213.87
Benefits and Payroll Taxes		
Benefits and Insurance		187,002.56
Payroll Taxes - FICA & Medicare		77,413.57
Total Personnel Expenses		2,307,630.00
Instructional Student Services		596,063.08
Services Supporting Students: Food, transportation, student services		324,461.13
Prof. Development- Ed		29,313.95
General and Administrative		215,044.27
Facility		657,251.22
Total Expense		4,129,763.65
Net Income		188,106.80

19. Fiscal Year 2009 Statement of Net Assets (Balance Sheet)

Fiscal Year 2008 Statement of Financial Position

As of June 30, 2008

	Jun 30, 08
ASSETS	
Current Assets	
Total Checking/Savings	929,572.51
Other Current Assets	
Total Other Current Assets	115,265.49
Total Current Assets	1,044,838.00
Fixed Assets	
Equipment & Furniture	226,163.56
Total Fixed Assets	226,163.56
TOTAL ASSETS	1,271,001.56
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Total Accounts Payable	17,195.40
Total Other Current Liabilities	14,268.93
Total Current Liabilities	31,464.33
Total Long Term Liabilities	134,797.70
Total Liabilities	166,262.03
Retained Earnings	913,596.12
Net Income	191,143.41
Total Equity	1,104,739.53

TOTAL LIABILITIES & EQUITY

1,271,001.56

20. Fiscal Year 2009 approved KIPP Academy Lynn Budget

Fiscal Year 2009 – Projected Budget – approved by Board of Trustees

SOURCES	Projected
	FY2009
	General purpose entitlement 3,336,840
	State Revenues 194,770
	Federal Revenues 364,322
	Fundraising and Other Sources 580,000
	TOTAL SOURCES 4,475,932
USES	
	Personnel
	Total Personnel – salaries plus other (taxes, fringe benefit etc) 2,694,588
	Total Direct Student Expenses 996,100
	Administration
	KIPP License Fee 35,200
	Total Administration 234,360
	Rent/Mortgage 271,953
	Principal/Interest on Construction Loan 0
	Amortization 200,000
	Other Facilities 116,000
	Total Facilities 587,953

Subtotal Uses	4,513,001
reserves (5% in FY08)	112,825
Total Uses	4,625,826
Net Surplus (Deficit)	33,266
Cumulative Cash Balance	

23. Plans for Dissemination of best practices and current dissemination grant project.

As outlined in KAL's original charter, KIPP Academy Lynn is committed to sharing best practices with charter schools across the state, and most especially with the citizens of Lynn. We have done this by inviting school district personnel to KAL as well as visiting Lynn schools including Ingalls Elementary School, and publishing best practices in our Annual Report, which is posted on our web site.

KIPP Academy Lynn was approved for a Math Dissemination Grant by the Department of Elementary and Secondary Education in November 2006. Teachers from local elementary schools have visited KIPP to see the math program in action, and to participate in professional development workshops. We anticipate continuing this work through the grant in the 2008/2009 school year, posting our math program material on the web, and expanding our relationships with local schools.

KIPP Academy Lynn encourages visitors and their questions as a way to share our best practices and gather input from other educators. The collegiality of the education process should enhance the learning of all stakeholders – and we are in fact all stakeholders in this promise.

Sharing with KIPP: Sharon Blankenship, KIPP Aspire – 12/13, 12/14/07; Liz Meehan, KIPP Foundation – 10/17/07

Sharing with other Charter Schools: Match Charter School (4/19/08), Boston Collegiate (4/10/08 Jessica Scheld, 4/10/08 Lena Crowley), Steppingstone Academy (4/11/08 Yully Cha), Salem Academy Director – 3/3/08, Excel Academy Math and ELA Teachers – 12/7/07; Citizen Schools, Tom Heiss – 1/17/08; Jesse Robinson, HGSE – 1/17/08; 4 teachers from Edward Brooke Charter School – 9/28/07; Boston Prep (8/24/07 Michael Lester, 10/17/07 Elsie Huang)

Sharing with other Public Schools – Ingalls School – 5 teachers – 4/12/08; Kimberlee Powers, Ingalls – 1/29/08

Sharing with other Educators and “Leaders in Training” BES: Building Essential Schools (4/14/08 Erin Ferguson), group – 9/7/07, 8/13/07, 8/14/07, 8/15/07); , Harvard, Natasha Telesford – 4/29/08; Salem State professors (12/4/2007); TFA – Melea Nali – 1/30/2008; Harvard Univ. students – 5/24/07; Gordon College, Val Buchanan + 30 students – 9/13/07; Amanda Hillman, TFA Alumni Coordinator Boston – 9/11/07;

Other: Girls, Inc. – working with grade 8 girls – 3/25/08; Girls, Inc. - 12/5/2007 Pat Driscoll; GE Volunteer Corps – 3/28/08; Mayor Clancy and two members of DOE State Board 11/28/2007

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 on Beacon Hill, and ongoing funding issues for big city schools. 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.

Collaborating with the nonprofit world in Lynn has been 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 KIPP ACADEMY LYNN. We also have held annual 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 KIPP ACADEMY LYNN. In addition, the Girls Inc. Program Director, Maria Manzueta, was on our Board of Directors for three years.
- **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.

24. NCLB Report Card

Kipp Academy Lynn Charter School (04290010)

Joshua Zoia, Principal
Mailing Address: 25 Bessom Street
Lynn, MA 01902
Phone: (781) 598-1609
FAX: (781) 598-1639
Website: <http://www.kipplynn.org/>

Overview:
This report card contains information required by the federal No Child Left Behind Act (NCLB) for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

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 high school, college and the world beyond.

Enrollment - 2007-08				Educator Data - 2007-08		
	School	District	State		School	District
Total Count	304	304	962,766	Total # of Teachers	20	20
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	13.9	13.9
African American or Black	20.4	20.4	8.1	Total Number of Classes in Core Academic Areas	16	16
Asian	1.6	1.6	4.9	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	100.0
Hispanic or Latino	55.3	55.3	13.9	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.0
Multi-race, Non-Hispanic	4.3	4.3	1.9	Student/Teacher Ratio	15.4 to 1	15.4 to 1
Native American	0.0	0.0	0.3			
Native Hawaiian or Pacific Islander	0.3	0.3	0.1			
White	18.1	18.1	70.8			
Gender (%)						
Male	51.0	51.0	51.4			
Female	49.0	49.0	48.6			
Selected Populations (%)						
Limited English Proficiency	1.3	1.3	5.8			
Low-Income	83.9	83.9	29.5			
Special Education	16.8	16.8	16.9			
First Language Not English	1.3	1.3	15.1			

Grades Offered:	05, 06, 07, 08
-----------------	----------------

Kipp Academy Lynn Charter School:
2007 Adequate Yearly Progress (AYP) Data

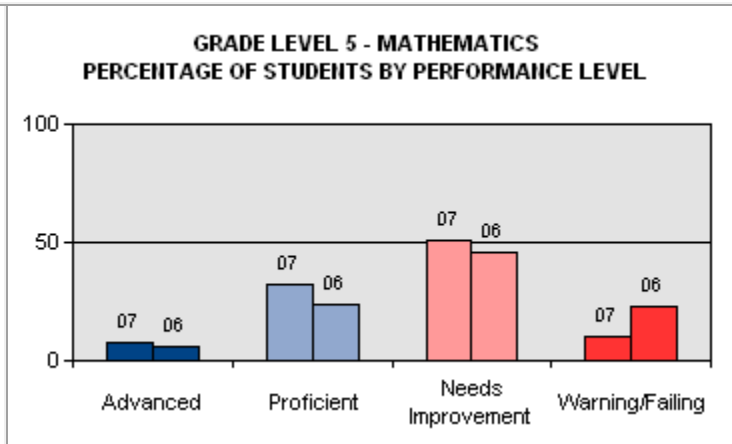
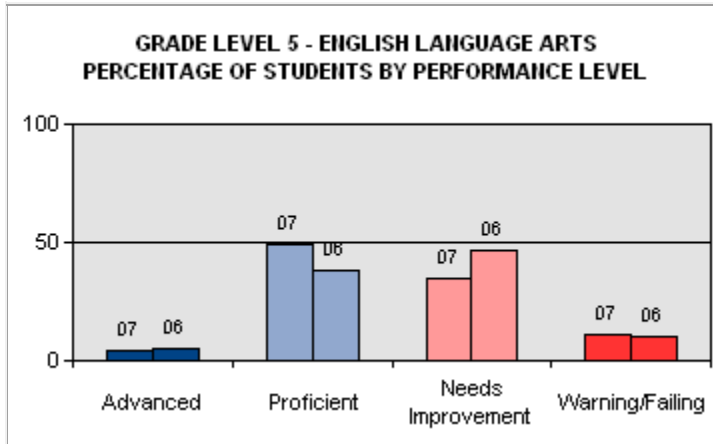
	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	High	Above Target
MATHEMATICS	No Status	High	Above Target

To make adequate yearly progress in 2007, a student group must meet (A) a student participation requirement, either (B) the State's 2007 performance target for that subject or (C) the group's own 2007 improvement target, and (D) an additional attendance or graduation requirement.

Kipp Academy Lynn Charter School:
2007 Adequate Yearly Progress (AYP) Data

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance (G1-8) or 55% graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual	AYP 2007
Aggregate	Yes	98	Yes	86.0	Yes	6.9	Yes	96.9	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-

Special Education	Yes	95	No	63.1	Yes	5.5	Yes	96.2	Yes
Low Income	Yes	98	Yes	85.7	Yes	7.1	Yes	96.9	Yes
Afr. Amer./Black	Yes	98	Yes	89.4	Yes	15.0	Yes	97.9	Yes
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	Yes	99	No	83.6	Yes	3.4	Yes	96.6	Yes
Native American	-	-	-	-	-	-	-	-	-
White	Yes	96	Yes	88.3	Yes	6.4	Yes	96.7	Yes
MATHEMATICS	Met Target	Actual	Met Target (76.5)	Actual	Met Target	Change from 2006	Met Target	Actual	AYP 2007
Aggregate	Yes	99	Yes	81.6	Yes	6.6	Yes	96.9	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	95	No	54.8	Yes	4.8	Yes	96.2	Yes
Low Income	Yes	99	Yes	81.0	Yes	6.0	Yes	96.9	Yes
Afr. Amer./Black	Yes	98	Yes	80.3	Yes	14.3	Yes	97.9	Yes
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	Yes	99	Yes	80.3	Yes	2.1	Yes	96.6	Yes
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	86.2	Yes	7.9	Yes	96.7	Yes



For More Information

Information for Parents on NCLB Requirements

<http://www.doe.mass.edu/nclb/parents.html>

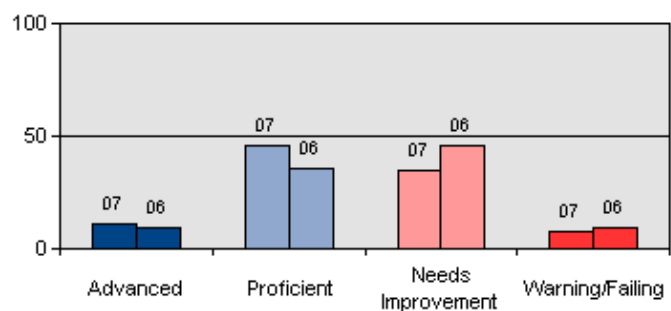
Department of Elementary and Secondary Education Home Page

<http://www.doe.mass.edu/>

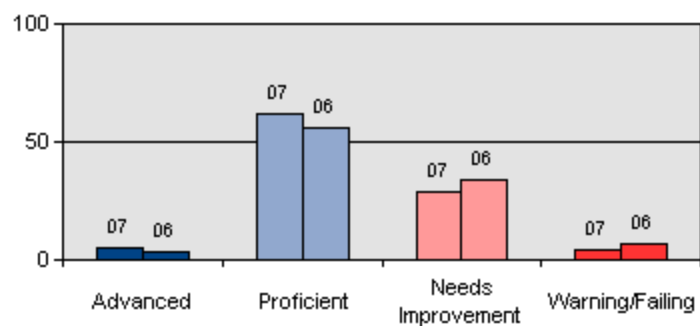
Detailed Profile of this School or District

<http://profiles.doe.mass.edu/?orgcode=04290010>

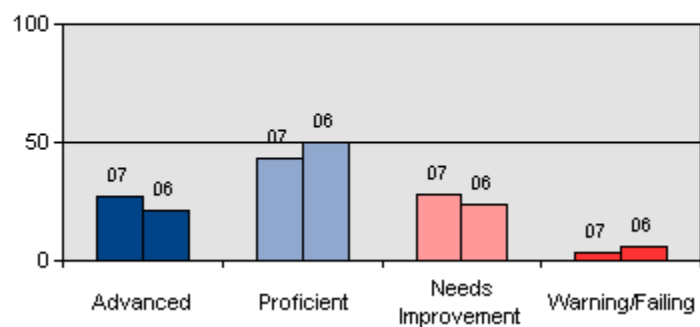
**GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



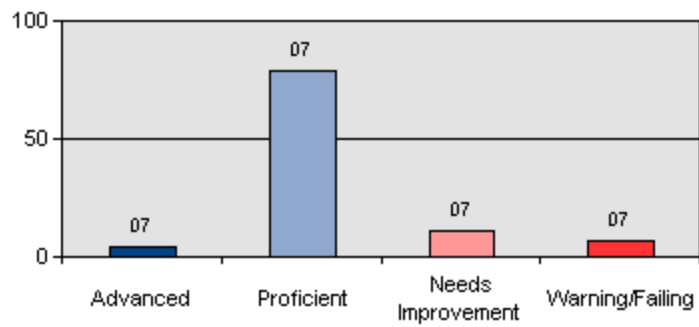
**GRADE LEVEL 6 - ENGLISH LANGUAGE ARTS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



**GRADE LEVEL 6 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



**GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



**GRADE LEVEL 7 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**

