

I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, June 17, 2014
Updated Friday, August 01, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

331700860882 KIPP AMP CS

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 17

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
1224 Park Place Brooklyn, NY 11213	718-943-3710	718-774-3673	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Orpheus Williams
Title	KIPP AMP Middle School Interim Principal
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

<http://www.kippnyc.org/schools/middle-schools/kipp-amp-middle-school>

6. DATE OF INITIAL CHARTER

2005-03-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2005-07-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K

• 5

• 6

• 7

• 8

• 9

• 10

• 11

• 12

10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes/No	Name of CMO/EMO
Yes	KIPP NYC, LLC

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Josh Zoia	[REDACTED]		[REDACTED]	
CFO (e.g., network CFO)	Charizma Williams, Finance Director	[REDACTED]		[REDACTED]	
Compliance Contact	Alicia Johnson	[REDACTED]		[REDACTED]	
Complaint Contact	Orpheus Williams	[REDACTED]		[REDACTED]	

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 3 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CS D	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1224 Park Place Brooklyn, NY 11213	718-943-371 0	CSD 17	5-8	Yes	DOE space
Site 2	201 E 144th St, Bronx, NY 10451	212-991-262 6	CSD 7	9-12	Yes	Rent/Lease
Site 3	1224 Park Place Brooklyn, NY 11213	718-943-371 0	CSD 17	K-1	Yes	DOE space

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Orpheus Williams	[REDACTED]		[REDACTED]
Operational Leader	Mike McFadden	[REDACTED]		[REDACTED]
Compliance Contact	Alicia Johnson	[REDACTED]		[REDACTED]
Complaint Contact	Orpheus Williams	[REDACTED]		[REDACTED]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Natalie Webb	[REDACTED]		[REDACTED]
Operational Leader	Stephanie Ip	[REDACTED]		[REDACTED]
Compliance Contact	Alicia Johnson	[REDACTED]		[REDACTED]
Complaint Contact	Orpheus Williams	[REDACTED]		[REDACTED]

12c. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Emily Carroll	[REDACTED]		[REDACTED]
Operational Leader	Meghan McGivney	[REDACTED]		[REDACTED]
Compliance Contact	Alicia Johnson	[REDACTED]		[REDACTED]
Complaint Contact	Orpheus Williams	[REDACTED]		[REDACTED]

13. Are the School sites co-located?

13a. Please list the terms of your current co-location.

	Date School will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)	No Plan to Leave	No		No		Yes
Site 2	No Plan to Leave	No		No		Yes
Site 3	No Plan to Leave	No		No		Yes

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

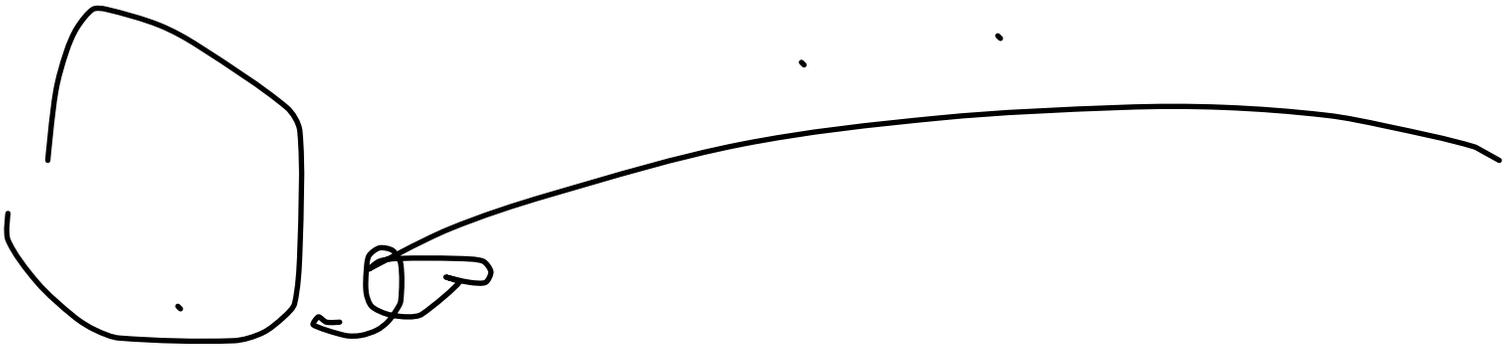
15. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change/Termination of CMO Contract	Increased the shared services team fee	6/3/13	NA
2	Change in fixed size/number of Trustees	Daniel Lugo joined the Board.	6/3/13	11/1/13

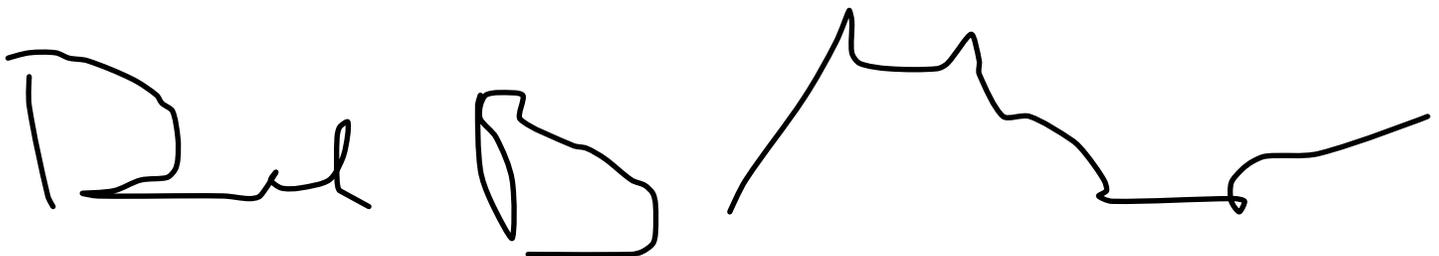
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylist on your mobile device to sign your name).

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.

Appendix A: Progress Toward Goals

Created Thursday, July 17, 2014

Updated Friday, October 31, 2014

Page 1

Charter School Name: 331700860882 KIPP AMP CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/reportcard.php?instid=800000058839&year=2013&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attenda>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the results are not available by August 1st, please list the goals and explain this in the "progress toward goal attainment" column. This task will reopen for the school to update and finalize by the November 1, 2014 due date.

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	Absolute Performance (1) Each year, 75 percent of K-2 graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above grade level in English Language Arts as measured by Fountas and Pinnell running records. For Kindergarteners this equates in a level 2 by the end of the year, a level 5 for 1st grade students and a level 8 for 2nd graders. The STEP scores will assess students vocabulary, comprehension and phonics skills in order to appropriately determine a reading level.	STEP Scores	In 2013-2014 the AMP Charter did not enroll any students who had been enrolled for two consecutive BEDS days.	N/A

Academic Goal 2	<p>Absolute Performance (2)</p> <p>Each year, 75% of K-2 graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above grade level by mastering at least 80 percent of the New York State Standards for Mathematics. Mastery is determined by beginning, middle and end of the year diagnostics for each grade level and interim assessments to determine mastery of each state standard. Mastery of a standard is defined by 70 percent or better on the math assessments which will be developed internally by teachers and adapted from the math curriculum.</p>	School developed diagnostics and interim assessments	In 2013-2014 the AMP Charter did not enroll any students who had been enrolled for two consecutive BEDS days.	N/A
Academic Goal 3	<p>Absolute Performance (1)</p> <p>Each year, 75 percent of Kindergarten through 2nd grade students will perform at or above grade level in reading, as determined by teacher created interim reading assessments.</p>	2013-14 MAP Assessment (KIPP AMP did not administer standardized teacher created reading interim assessments)	64% of students in Kindergarten performed at or above grade level on the Spring 2014 MAP reading assessments (KIPP AMP did not enroll students in grades 1 and 2 in 2013-14)	<p>Did Not Achieve</p> <p>Our goal of 75% of our Kindergarteners meeting the MAP Reading goal of at or above grade level was missed by 10%. We are addressing this by creating targeted small groups for the lowest performing students, many of whom have IEPs, to support their progress from their level daily in instruction. We have a part-time Special Education Coordinator this year to do SETTS small groups, and we have added guided reading time for lower level students to support their growth. We are also implementing more literacy based options for students to grow in their skills academically—so we have incorporated Daily 5 into our work with students in the classroom daily to build these skills.</p>
Academic Goal 4	<p>Absolute Performance (4)</p> <p>Each year, 75 percent of</p>	School created interim mathematics assessments	76% of students scored at or above 80% on the last math interim assessment.	Achieved

	Kindergarten through 2nd grade students will perform at or above grade level in mathematics, as determined by teacher created interim math assessments.			
Academic Goal 5	<p>Absolute Performance (5)</p> <p>Each year, 75 percent of 3rd to 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination. (Relevant for schools serving grades 3-8.)</p>	NYS ELA exam	In 2013-2014, 15% of 3rd-8th grade students who were enrolled on 2 consecutive BEDS days scored above proficiency on the ELA exam, falling short of the target.	<p>Did Not Achieve</p> <p>This year we are devoting more time and resources to middle school ELA. There is a school-wide guided reading block for all reading levels for of 60 minutes a day (Monday-Friday) in grades 5-8</p> <p>There is an Integrated Humanities block that will teach contextual knowledge that our students need, while incorporating Reading and Writing standards</p> <p>We are implementing Accelerated Reader Program across all grades. We think most significantly, we are implementing co-teaching in all ELA classes to provide students with greater individualized reading support</p> <p>We are also using the Engage NY ELA curriculum.</p>
Academic Goal 6	<p>Absolute Performance (6)</p> <p>Each year, 75 percent of 3rd to 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Mathematics examination. (Relevant for schools serving grades 3-8.)</p>	NYS Math Exam	In 2013-2014, 28% of 3rd-8th grade students who were enrolled on 2 consecutive BEDS days scored above proficiency on the Math exam, falling short of the target.	<p>Did Not Achieve</p> <p>We have doubled Math instruction this year. Students are receiving both a Common Core Eureka Math block in addition to a pure Computation block to build more basic skills. Math classes are being co-taught.</p>
Academic Goal 7	<p>Absolute Performance (7)</p> <p>Each year, 75 percent of 4th and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above</p>	NYS Science Examination	In 2013-2014, 24% of 8th grade students who were enrolled on 2 consecutive BEDS days scored above proficiency on the Earth Science Regents exam, falling short of the target.	<p>Did Not Achieve</p> <p>Our students will no longer take the Earth Science Regents as it was not helping them once they moved on to the high school. Instead 8th graders</p>

	Level 3 on the New York State Science examination. (Relevant for schools serving grades 4 and 8.)			will take the Living Environment Regents. We have hired an 8th grade teacher with experience teaching the LE Regents.
Academic Goal 8	Absolute Performance (8) Each year, 75 percent of 5th and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Social Studies examination. (Relevant for schools serving grades 5 and 8.)	NYS Social Studies Exam	The Social Studies exam is no longer administered in New York State.	N/A

2a1. Do have more academic goals to add?

(No response)

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 9	Value-Added Performance/Progress (1) Each year, each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam (baseline) and 75 percent at or above Level 3 on the current year's State ELA exam.	NYS ELA Exam	With 14% of students in the identified cohort scoring at or above proficiency on the 2012-2013 exam, the target score was set at 44%. On the 2013-2014 ELA exam, 15% of the same cohort of students scored at or above proficiency. The target was not achieved.	Did Not Achieve. See commentary above about Reading Class and Guided Reading.
Academic Goal 10	Value-Added Performance/Progress (2) Each year, each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State mathematics exam (baseline) and 75 percent at or above Level 3 on the current year's State mathematics exam.	NYS Mathematics Exam	With 11% of students in the identified cohort scoring at or above proficiency on the 2012-2013 exam, the target score was set at 43%. On the 2013-2014 Math exam, 29% of the same cohort of students scored at or above proficiency. The target was not achieved.	Did Not Achieve. See commentary above about Math class changes.

Academic Goal 11	<p>Comparative Performance (1)</p> <p>Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE. (Relevant to schools serving grades 3-8.)</p>	NYS ELA Exam	In 2013-2014 the school's performance surpassed that of students in CSD 17 in 1 of the 4 tested grades, falling short of the target.	<p>Did Not Achieve.</p> <p>Please see ELA commentary above.</p>
Academic Goal 12	<p>Comparative Performance (2)</p> <p>Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE. (Relevant to school serving grades 3-8.)</p>	NYS Mathematics Exam	In 2013-2014 the school's performance surpassed that of students in CSD 17 in 3 of the tested 4 grades, thus achieving the target.	Achieved
Academic Goal 13	<p>Comparative Performance (3)</p> <p>Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the citywide Progress Report.</p>	NYC DOE Progress Report	Data Not Available at Time of Submission	Data Not Available at Time of Submission
Academic Goal 14	<p>Comparative Performance (4)</p> <p>Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYCDOE Progress Report peer schools. (Relevant to school serving grades 9-12.)</p>	NYS Regents ELA exam	By the end of the 2013-2014 school year 100% of students in the 2010 accountability cohort passed the Comprehensive English Regents examination compared to 92% of students in the 2009 cohorts at peer schools (2010 cohort comparison data not yet available).	Achieved
Academic Goal 15	<p>Each year, the percent of students in the high school accountability cohort passing a Math Regents</p>	NYS Regents Mathematics	By the end of the 2013-2014 school year 100% of students in the 2010 accountability cohort	Achieved

	exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYCDOE Progress Report peer schools. (Relevant to schools serving grades 9-12.)	exam	passed a Math Regents examination compared to 92% of students in the 2009 cohorts at peer schools (2010 cohort comparison data not yet available).	
Academic Goal 16	High School and Post-Secondary Success Goals (1) Each year, 80% of students enrolled in grades 9-12 will accumulate 10 or more credits towards graduation.	HS Credit Accumulation	93% of students earned at least 10 credits during the 13-14 school year.	Achieved

2a2. Do have more academic goals to add?

(No response)

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 17	High School and Post-Secondary Success Goals (2) By the end of year 4 in the charter, 80 percent of the first cohort* will have scored at least 65 on the New York State Regents examinations in ELA. (Relevant for schools serving grades 9-12.) *cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school.	NYS Regents ELA exam	By the end of the 2013-2014 school year, 100% of students in the 2010 cohort, the school's second cohort, scored at least a 65 on the NYS Comprehensive English examination.	Achieved
Academic Goal 18	High School and Post-Secondary Success Goals (3) By the end of year 4 in the charter, 80 percent of the first cohort* will have scored at least 65 on a New York State Regents examination in Math. (Relevant for schools serving grades 9-12.)	NYS Regents Math exam	By the end of the 2013-2014 school year, 100% of students in the 2010 cohort, the school's second cohort, scored at least a 65 on a Math Regents examination.	Achieved

Academic Goal 19	High School and Post-Secondary Success Goals (4) By the end of year 4, 80 percent of the initial cohort* will have scored at least 65 on the New York State Regents examinations in Science (Living Environment, Chemistry, or other). (Relevant for schools serving grades 9-12.)	NYS Regents science exams	By the end of the 2013-2014 school year, 100% of students in the 2010 cohort, the school's second cohort, scored at least a 65 on a NYS Science Regents examination.	Achieved
Academic Goal 20	High School and Post-Secondary Success Goals (5) By the end of year 4, 80 percent of the initial cohort* will have scored at least 65 on the New York State Regents examinations in History (Global Studies or U.S. History). (Relevant for schools serving grades 9-12.)	NYS Regents History exams	By the end of the 2013-2014 school year, 100% of students in the 2010 cohort, the school's second cohort, scored at least a 65 on a NYS History Regents examination.	Achieved
Academic Goal 21	High School and Post-Secondary Success Goals (6) Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics. It is expected that the participation rate for this test will be 75% or greater.	PSAT	With 96% of students in their 2nd year in high school (2012 cohort) 10th grade students tested, the average score on Critical Reading was 40.4 and on Math was 40.9. The NY State average in 2013 for Sophomores was 41.1 in Critical Reading and 42.8 in Math. KIPP AMP did not exceed the NY State average in either subject.	Did Not Achieve. Two of our five priorities over the next five years are Literacy Development and Common Core alignment, which directly relate to Math and Critical Reading PSAT Content. All ELA and Math classes are revising their curriculum to teach the Common Core Standards, with math focusing on going more in depth on fewer topics and English focus on reading more challenging non-fiction text that will help our students tackle the reading material tested on the PSAT. We are also promoting a culture of literacy development within all content areas and requiring independent reading from all students. We have also opened a Writing Center this past year that helps students learn to tackle challenging and complex texts.
Academic Goal 22	High School and Post-Secondary Success Goals (7) Each year, the average performance of students in the 12th grade will exceed the state	SAT	With 100% of 12th graders tested, the average score on Critical reading was 428 and on Math was 469. The NY State average for seniors in 2014 was 488 in Critical Reading and 502 in Math. KIPP AMP did not	Did Not Achieve While we did not achieve our goal with the 2010 Cohort, we made significant changes to our 11th grade SAT strategy course for our 2011 cohort. For our

	average on the SAT or ACT tests in reading and mathematics. It is expected that the participation rate for this test will be 75% or greater.		exceed the state average in either subject.	2010 cohort, we used an outside SAT Prep Company to each out juniors SAT, and they did not produce the growth in scores that we were expecting. We now utilize two of our own excellent teachers to teach the course, provide official SAT tests to ensure the best practice for our students, and monitor score growth through the year to quickly adjust our teaching and curriculum accordingly. Our 2011 cohort saw significant growth of over 50 points in each section from the first SAT practice to their official scores with this approach. For our 2012 Cohort, we are adding even more individualized support to students through a partnership with CollegeSpring to provide small group afterschool tutoring and mentoring as an added component of our SAT course. This, along with our focus on Literacy Development and meeting Common Core standards in Math and English courses should help our students get closer to the State average in the next few years.
Academic Goal 23	College Preparation (1) Each year, 90 percent of students in the Graduation Cohort will complete the school's college placement program that will consist of passing 3 of the following courses in grades nine through 12, respectively: Speech and Composition; Math and Verbal Reasoning; College Readiness; and Senior Research Institute College Counseling. (The program changed from 4 to 3 courses)	KIPP college placement program completion	78% of the 2010 graduation cohort completed three courses in the college placement program.	Did Not Achieve. We now offer S&C (Speech and Composition) for the entire year to support our freshmen and starting Junior year students can take FOCD (Foundations of Career Development) which is a new course that provides career development support to our students who are community college or job placement bound.
Academic Goal 24	College Preparation (2) Each year, 70 percent of students in the Graduation Cohort will successfully pass a high school AP exam.	AP exams	35% of the 2010 graduation cohort (class of 2014) passed at least 1 AP exam (pass equates to a score of 3 or higher).	Did Not Achieve We are working to increase the number of students successfully passing AP Examinations within four years of beginning high school. We now offer pre-AP classes in 9th grade to prep our freshmen for the rigor of AP Classes. We are trying to

				offer multiple sections of some AP classes to increase enrollment. This year we have 3 sections of AP Spanish Language compared to only one last year and we have 2 sections of AP World compared to 1 last year. We are also trying to increase the number of AP Courses we offer. This year we added AP Microeconomics and we hope to add additional courses next year.
Academic Goal 25	College Participation and Attendance (1) Each year, 85 percent of students in the Graduation Cohort will gain admission into a two and/or four year college.	College Admission	96% of students in the graduation cohort were accepted to either a 2 or 4 year college.	Achieved
Academic Goal 26	College Participation and Attendance (2) Each year, 70 percent of students in the Graduation Cohort will enroll in a two and/or four year college.	College Enrollment	91% of students in the graduation cohort matriculated to a 2 or 4 year college by Oct 2014	Achieved
Academic Goal 27	Graduation Rates (1) Each year, 80 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort. Graduation Rates (2) Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.	High School Graduation	1. 100% of the 2010 graduation cohort graduated high school in 2014 (their 4th year in the cohort). 2. 91% of the 2009 graduation cohort graduated from KIPP AMP Charter School school by 2014 (their 5th year in the cohort).	1. Achieved 2. Did Not Achieve We are working closely with our counseling team to make sure that our under credited students are fully supported their 5th year to earn a diploma. Counselors will hold regular parent meetings with students in their 5th year to make sure that they stay on track to graduate.
Academic Goal 28	AYP Status (1) Each year, the school will be deemed "In Good Standing" on the NYS Report Card.	NCLB	Data Not Available at Time of Submission	Data Not Available at Time of Submission
Academic Goal 29	Student Engagement (1) Each year, the school will have an average daily student attendance rate of at least 95 percent.	Daily Attendance	In 2013-14 the daily attendance rate was 94%.	Did Not Achieve KIPP AMP is working on increasing student attendance rates.
Academic Goal 30	Student Engagement (2) Each year, 95 percent of all students enrolled on the last day	Re-Enrollment	90% of students enrolled on the last day of school returned in September of 2014 (students graduating from 12th grade are	Did Not Achieve We are monitoring and discussing retention as a

of the school year will return
the following September.

not included).

Principal-Managing Director
leadership team on a weekly
basis

2b. ORGANIZATIONAL GOALS

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	Adherence to Contract Terms (1) Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Compliance	The school complied with all relevant rules, regulations and contract terms.	Achieved
Org Goal 2	Adherence to Contract Terms (2) Each year, over 90% of the staff will complete the KIPP Healthy Schools Survey and average scores will be at least 3.75 out of 5.	Healthy Schools Survey	68% of all staff completed the KIPP Healthy Schools Survey and the average score was 3.78 out of 5. Although the average score achieved the target, the response rate fell short of the 90% target.	Did Not Achieve
Org Goal 3	Adherence to Contract Terms (3) Each year, leadership will engage in strategic goal setting aligned to the organization's mission, beliefs, and long-term priorities. The school will accomplish 100% of its annual strategic goals.	Strategic Goal Setting	Each of the schools engaged in academic goal setting this year	Achieved
Org Goal 4	Enrollment Stability (1) Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be measured each year by an analysis of student enrollment figures in ATS.	Enrollment	With 550 students enrolled in 2013-14, KIPP AMP's enrollment was 35.8% below the chartered enrollment. The charter allows for 15% below chartered enrollment.	Did Not Achieve KIPP AMP is below targeted charter enrollment because it opened it's elementary school later than planned. KIPP AMP is in the process of renewing its charter and will address the enrollment targets during that process.
Org Goal 5	Parent Satisfaction (1) Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in	NYC DOE Learning Environment Survey	With 53% of parents participating in the survey, the school scored above 75% in all 3 survey domains: Instructional Core: 92% Systems for Improvement: 93%	Achieved

which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.

School Culture: 93%
The survey was changed in 2013-14 to 3 categories scored on a 0-100% scale.

2b.1 Do you have more organizational goals to add?

(No response)

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 6	Staff Satisfaction (1) Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey.	NYC DOE Learning Environment Surveys	With 56% of teachers participating in the survey, the school scored above 75% in 1 of 3 survey domains: Instructional Core: 71% Systems for Improvement: 51% School Culture: 76% The survey was changed in 2013-14 to 3 categories scored on a 0-100% scale.	Did Not Achieve We are working to increase both the response rate on this survey, and overall staff satisfaction. We will be working to incorporate time for teachers to complete during our staff meeting time.
Org Goal 7	Student Satisfaction (1) For schools serving grades 5 and higher, each year, students will express satisfaction with the school as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of students enrolled participate in the survey.	Learning Environment Survey	With 95% of students participating in the survey, the school scored above 75% in 2 of 3 survey domains: Instructional Core: 80% Systems for Improvement: 73% School Culture: 75% The survey was changed in 2013-14 to 3 categories scored on a 0-100% scale.	Did Not Achieve We are working to improve student engagement at our school. We have partnered with DYCD to run an OST program. We hope that the addition of the extracurricular and leadership activities for will increase their engagement in the school day and in the school community.

2c. FINANCIAL GOALS

2013-14 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	<p>Financial Complainece (1)</p> <p>Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.</p>	Financial Audit	The annual audit resulted in an unmodified opinion with no major findings.	Achieved
Financial Goal 2	<p>Financial Viability (1)</p> <p>Each year, the school will operate on a balanced budget and maintain a stable cash flow.</p>	Budget	The school has maintained a budget consistent with it's financial goals.	Achieved

Appendix A: Progress Toward Goals

Created Friday, June 27, 2014

Updated Wednesday, July 16, 2014

Page 1

Charter School Name: 331700860882 KIPP AMP CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/reportcard.php?instid=800000058839&year=2013&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attenda>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the results are not available by August 1st, please list the goals and explain this in the "progress toward goal attainment" column. This task will reopen for the school to update and finalize by the November 1, 2014 due date.

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	Absolute Performance (1) Each year, 75 percent of K-2 graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above grade level in English Language Arts as measured by STEP. For Kindergarteners this equates in a level 2 by the end of the year, a level 5 for 1st grade students and a level 8 for 2nd graders. The STEP scores will assess students vocabulary, comprehension and phonics skills in order to appropriately determine a reading level.	STEP Scores	Data not available until 11/1	
Academic Goal 2	Absolute Performance (2) Each year, 75% of K-2 graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above grade	School developed diagnostics and interim assessments	Data not available until 11/1	

	<p>level by mastering at least 80 percent of the New York State Standards for Mathematics. Mastery is determined by beginning, middle and end of the year diagnostics for each grade level and interim assessments to determine mastery of each state standard. Mastery of a standard is defined by 70 percent or better on the math assessments which will be developed internally by teachers and adapted from the math curriculum.</p>		
Academic Goal 3	<p>Absolute Performance (3)</p> <p>Each year, 75 percent of Kindergarten through 2nd grade students will perform at or above grade level in reading, as determined by teacher created interim reading assessments.</p>	<p>20132-143 MAP Assessment (KIPP AMP did not administer standardized teacher created reading interim assessments)</p>	<p>Data not available until 11/1</p>
Academic Goal 4	<p>Absolute Performance (4)</p> <p>Each year, 75 percent of Kindergarten through 2nd grade students will perform at or above grade level in mathematics, as determined by teacher created interim math assessments.</p>	<p>School created interim mathematics assessments</p>	<p>Data not available until 11/1</p>
Academic Goal 5	<p>Absolute Performance (5)</p> <p>Each year, 75 percent of 3rd to 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination. (Relevant for schools serving grades 3-8.)</p>	<p>NYS ELA exam</p>	<p>Data not available until 11/1</p>
Academic Goal 6	<p>Absolute Performance (6)</p> <p>Each year, 75 percent of 3rd to 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Mathematics examination. (Relevant for schools serving grades 3-8.)</p>	<p>NYS Mathematics Exam</p>	<p>Data not available until 11/1</p>
Academic Goal 7	<p>Absolute Performance (7)</p> <p>Each year, 75 percent of 4th and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State</p>	<p>NYS Earth Science Regents (KIPP AMP administered the ES Regents in place of the NYS Science test)</p>	<p>Data not available until 11/1</p>

Science examination.
(Relevant for schools
serving grades 4 and 8.)

Academic
Goal 8

Absolute Performance (8)

NYS Social Studies
Exam

Data not
available until
11/1

Each year, 75 percent of 5th
and 8th graders who have
been enrolled at the school
on BEDS day for at least
two consecutive years will
perform at or above Level 3
on the New York State
Social Studies examination.
(Relevant for schools
serving grades 5 and 8.)

2a1. Do have more academic goals to add?

Yes

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 9	Value-Added Performance/Progress (1) Each year, each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam (baseline) and 75 percent at or above Level 3 on the current year's State ELA exam.	NYS ELA Exam	Data not available until 11/1	
Academic Goal 10	Value-Added Performance/Progress (2) Each year, each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State mathematics exam (baseline) and 75 percent at or above Level 3 on the current year's State	NYS Mathematics Exam	Data not available until 11/1	
Academic Goal 11	Comparative Performance (1)	NYS ELA Exam	Data not available until 11/1	

	<p>Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE. (Relevant to schools serving grades 3-8.)</p>		
Academic Goal 12	<p>Comparative Performance (2)</p> <p>Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE. (Relevant to school serving grades 3-8.)</p>	NYS Mathematics Exam	Data not available until 11/1
Academic Goal 13	<p>Comparative Performance (3)</p> <p>Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the citywide Progress Report.</p>	NYC DOE Progress Reports	Data not available until 11/1
Academic Goal 14	<p>Comparative Performance (4)</p> <p>Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYCDOE Progress Report peer schools. (Relevant to school serving grades 9-12.)</p>	NYS Regents ELA exam	Data not available until 11/1
Academic Goal 15	<p>Comparative Performance (5)</p> <p>Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their</p>	NYS Regents Math exam	Data not available until 11/1

fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYCDOE Progress Report peer schools. (Relevant to schools serving grades 9-12.)

Academic Goal 16

High School and Post- Secondary Success Goals (1)

HS Credit Accumulation

Data not available until 11/1

Each year, 80% of students enrolled in grades 9-12 will accumulate 10 or more credits towards graduation.

2a2. Do have more academic goals to add?

Yes

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 17	High School and Post-Secondary Success Goals (2) By the end of year 4 in the charter, 80 percent of the first cohort* will have scored at least 65 on the New York State Regents examinations in ELA. (Relevant for schools serving grades 9-12.) *cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school.	NYS Regents ELA exam	Data not available until 11/1	
Academic Goal 18	High School and Post-Secondary Success Goals (3) By the end of year 4 in the charter, 80 percent of the first cohort* will have scored at least 65 on a New York State Regents examination in Math. (Relevant for schools serving grades 9-12.) *cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school.	NYS Regents Math exam	Data not available until 11/1	
Academic Goal 19	High School and Post-Secondary Success Goals (4) By the end of year 4, 80 percent of the initial cohort* will have scored at least	NYS Regents Science Exams	Data not available until 11/1	

	<p>65 on the New York State Regents examinations in Science (Living Environment, Chemistry, or other). (Relevant for schools serving grades 9-12.)</p> <p>*cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school.</p>		
Academic Goal 20	<p>High School and Post-Secondary Success Goals (5)</p> <p>By the end of year 4, 80 percent of the initial cohort* will have scored at least 65 on the New York State Regents examinations in History (Global Studies or U.S. History). (Relevant for schools serving grades 9-12.)</p> <p>*cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school.</p>	NYS Regents History Exams	Data not available until 11/1
Academic Goal 21	<p>High School and Post-Secondary Success Goals (6)</p> <p>Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics. It is expected that the participation rate for this test will be 75% or greater.</p>	PSAT	Data not available until 11/1
Academic Goal 22	<p>High School and Post-Secondary Success Goals (7)</p> <p>Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics. It is expected that the participation rate for this test will be 75% or greater.</p>	SAT	Data not available until 11/1
Academic Goal 23	<p>College Preparation (1)</p> <p>Each year, 90 percent of students in the Graduation Cohort will complete the school's college placement program that will consist of passing 3 of the following courses in grades nine through 12, respectively: Speech and</p>	KIPP college placement program completion	Data not available until 11/1

	Composition; Math and Verbal Reasoning; College Readiness; and Senior Research Institute College Counseling. (The program changed from 4 to 3 courses)			
Academic Goal 24	College Preparation (2) Each year, 70 percent of students in the Graduation Cohort will successfully pass a high school AP exam.	AP Exams	Data not available until 11/1	
Academic Goal 25	College Participation and Attendance (1) Each year 85 percent of students in the Graduation Cohort will gain admission into a two and/or four year college.	College Admission	Data not available until 11/1	
Academic Goal 26	College Participation and Attendance (2) Each year, 70 percent of students in the Graduation Cohort will enroll in a two and/or four year college.	College Enrollment	Data not available until 11/1	
Academic Goal 27	Graduation Rates (1 and 2) Each year, 80 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.	High School Graduation	Data not available until 11/1	
Academic Goal 28	AYP Status (1) Each year, the school will be deemed "in Good Standing" on the NYS Report Card.	NCLB	Data not available until 11/1	
Academic Goal 29	Student Engagement (1) Each year, the school will have an average daily student attendance rate of at least 95 percent.	Daily Attendance	In 2013-14 the daily attendance rate was 94%.	Did Not Achieve
Academic Goal 30	Student Engagement (2) Each year, 95 percent of all students enrolled on the last day of the school year will return the following September.	Re-Enrollment	Data not available until 11/1	

2b. ORGANIZATIONAL GOALS

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	<p>Adherence to Contract Terms (1)</p> <p>Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.</p>	Compliance	The school complied with all relevant rules, regulations and contract terms.	Achieved
Org Goal 2	<p>Adherence to Contract Terms (2)</p> <p>Each year, over 90% of the staff will complete the KIPP Healthy Schools Survey and average scores will be at least 3.75 out of 5.</p>	Healthy Schools Survey	68% of all staff completed the KIPP Healthy Schools Survey and the average score was 3.78 out of 5.	Did not Achieve
Org Goal 3	<p>Adherence to Contract Terms (3)</p> <p>Each year, leadership will engage in strategic goal setting aligned to the organization’s mission, beliefs, and long-term priorities. The school will accomplish 100% of its annual strategic goals.</p>	Strategic Goal Setting	Each of the schools engaged in academic goal setting this year.	Achieved
Org Goal 4	<p>Enrollment Stability (1)</p> <p>Each year, student enrollment will be within 15% of full enrollment as defined in the school’s contract. This will be measured each year by an analysis of student enrollment figures in ATS.</p>	Enrollment	With 550 students enrolled in 2013-14, adequate enrollment was not maintained.	Did Not Achieve
Org Goal 5	<p>Parent Satisfaction (1)</p> <p>Each year, parents will express satisfaction with the school’s program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.</p>	NYC DOE Learning Environment Survey	Data not available until 11/1	

2b.1 Do you have more organizational goals to add?

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 6	<p>Staff Satisfaction (1)</p> <p>Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey.</p>	NYC DOE Learning Environment Survey	Data not available until 11/1	
Org Goal 7	<p>Student Satisfaction (1)</p> <p>For schools serving grades 5 and higher, each year, students will express satisfaction with the school as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of students enrolled participate in the survey.</p>	NYC DOE Learning Environment Survey	Data not available until 11/1	

2c. FINANCIAL GOALS

2013-14 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	<p>Financial Compliance (1)</p> <p>Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.</p>	Financial Audit		
Financial Goal 2	<p>Financial Viability (1)</p> <p>Each year, the school will operate on a balanced budget and maintain a stable cash flow.</p>	Budget		

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Friday, August 01, 2014

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Charter School Name: 331700860882 KIPP AMP CS

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	9302976
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	553
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	16830

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	122159
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	926656
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	1048815
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	553
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	1897

Thank you.

Audited Financial Statement Checklist

Created Friday, October 31, 2014

Page 1

Charter School Name:

1. Please check each item that is included in the 2013-14 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Yes
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Not Applicable

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2013-14 Audited Financial Statement.

	Yes/No
Report on Compliance	Not Applicable
Report on Internal Control over Financial Reporting	Not Applicable
Single Audit	Not Applicable
CSP Agreed Upon Procedures Report	Not Applicable
Management Letter	Yes

Thank you.

KIPP AMP ACADEMY CHARTER SCHOOL

FINANCIAL STATEMENTS

YEARS ENDED JUNE 30, 2014 AND 2013

**KIPP AMP ACADEMY CHARTER SCHOOL
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INDEPENDENT AUDITORS' REPORT

Board of Trustees
KIPP AMP Academy Charter School
Brooklyn, New York

Report on the Financial Statements

We have audited the accompanying financial statements of KIPP AMP Academy Charter School (a nonprofit organization), which comprise the statements of financial position as of June 30, 2014 and 2013, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors
KIPP AMP Academy Charter School

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of KIPP AMP Academy Charter School as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2014 on our consideration of KIPP AMP Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the result of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering KIPP AMP Academy Charter School's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Plymouth Meeting, Pennsylvania
October 29, 2014

**KIPP AMP ACADEMY CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2014 AND 2013**

	2014	2013
ASSETS		
Cash and Cash Equivalents	\$ 2,108,080	\$ 1,500,939
Grants and Contracts Receivable	153,150	90,356
Due from Related Parties	-	768,488
Prepaid Expenses and Other Assets	127,648	98,539
Equipment and Improvements	546,176	198,944
Total Assets	\$ 2,935,054	\$ 2,657,266
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts Payable and Accrued Expenses	\$ 199,416	\$ 135,822
Due to Related Parties	162,690	-
Refundable Advances	-	3,464
Total Liabilities	362,106	139,286
NET ASSETS		
Unrestricted	2,562,028	2,230,580
Temporarily Restricted	10,920	287,400
Total Net Assets	2,572,948	2,517,980
Total Liabilities and Net Assets	\$ 2,935,054	\$ 2,657,266

See accompanying Notes to Financial Statements.

**KIPP AMP ACADEMY CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2014 AND 2013**

	2014			2013		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
OPERATING REVENUE						
State and Local Per Pupil Operating Revenue	\$ 8,414,361	\$ -	\$ 8,414,361	\$ 6,257,097	\$ -	\$ 6,257,097
Government Grants and Contracts	496,973	-	496,973	369,497	-	369,497
Total Operating Revenue	<u>8,911,334</u>	<u>-</u>	<u>8,911,334</u>	<u>6,626,594</u>	<u>-</u>	<u>6,626,594</u>
OPERATING EXPENSES						
Program Services	8,200,021	-	8,200,021	5,967,224	-	5,967,224
Supporting Services	970,954	-	970,954	710,057	-	710,057
Total Expenses	<u>9,170,975</u>	<u>-</u>	<u>9,170,975</u>	<u>6,677,281</u>	<u>-</u>	<u>6,677,281</u>
School Operating Deficit	(259,641)	-	(259,641)	(50,687)	-	(50,687)
Other Revenue:						
Contributions and Other Grants	221,413	50,414	271,827	147,020	368,807	515,827
Interest and Other Income	42,782	-	42,782	43,186	-	43,186
Donated Services	-	-	-	98,876	-	98,876
Special Event Income	-	-	-	1,716	-	1,716
Total Other Revenue	<u>264,195</u>	<u>50,414</u>	<u>314,609</u>	<u>290,798</u>	<u>368,807</u>	<u>659,605</u>
Net Assets Released from Restrictions	<u>326,894</u>	<u>(326,894)</u>	<u>-</u>	<u>83,465</u>	<u>(83,465)</u>	<u>-</u>
CHANGE IN NET ASSETS	331,448	(276,480)	54,968	323,576	285,342	608,918
Net Assets - Beginning of Year	<u>2,230,580</u>	<u>287,400</u>	<u>2,517,980</u>	<u>1,907,004</u>	<u>2,058</u>	<u>1,909,062</u>
NET ASSETS - END OF YEAR	<u>\$ 2,562,028</u>	<u>\$ 10,920</u>	<u>\$ 2,572,948</u>	<u>\$ 2,230,580</u>	<u>\$ 287,400</u>	<u>\$ 2,517,980</u>

See accompanying Notes to Financial Statements.

**KIPP AMP ACADEMY CHARTER SCHOOL
STATEMENTS OF FUNCTIONAL EXPENSES
YEARS ENDED JUNE 30, 2014 AND 2013**

	2014			2013		
	Program Services	Supporting Services	Total	Program Services	Supporting Services	Total
	School Operations	Management & General		School Operations	Management & General	
Salaries	\$ 5,181,238	\$ -	\$ 5,181,238	\$ 3,684,043	\$ -	\$ 3,684,043
Payroll Taxes and Employee Benefits	1,059,030	-	1,059,030	862,961	-	862,961
Technology	314,214	-	314,214	174,412	-	174,412
Field Lessons	138,152	-	138,152	170,060	-	170,060
Professional Fees	227,190	20,083	247,273	141,285	17,521	158,806
Academic Programming	111,888	-	111,888	137,630	-	137,630
Staff Development	106,230	-	106,230	127,750	-	127,750
Supplies and Instructional Materials	246,610	-	246,610	123,118	-	123,118
Donated Goods and Services	-	-	-	98,876	-	98,876
Depreciation and Amortization	109,728	-	109,728	80,323	-	80,323
Equipment and Building	97,055	-	97,055	73,910	-	73,910
Fees and Other	139,087	950,871	1,089,958	71,298	692,536	763,834
Contracted Services - Other	80,218	-	80,218	70,904	-	70,904
Telephone and Internet	134,458	-	134,458	64,515	-	64,515
Insurance	80,696	-	80,696	53,416	-	53,416
Events	30,289	-	30,289	17,432	-	17,432
Occupancy	143,938	-	143,938	13,267	-	13,267
Bad Debt Expense	-	-	-	2,024	-	2,024
	<u>\$ 8,200,021</u>	<u>\$ 970,954</u>	<u>\$ 9,170,975</u>	<u>\$ 5,967,224</u>	<u>\$ 710,057</u>	<u>\$ 6,677,281</u>
Total Functional Expenses	<u>\$ 8,200,021</u>	<u>\$ 970,954</u>	<u>\$ 9,170,975</u>	<u>\$ 5,967,224</u>	<u>\$ 710,057</u>	<u>\$ 6,677,281</u>

See accompanying Notes to Financial Statements.

**KIPP AMP ACADEMY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2014 AND 2013**

	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	\$ 54,968	\$ 608,918
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation and Amortization	109,728	80,323
(Increase) Decrease in Assets:		
Grants and Contracts Receivable	(62,794)	(11,617)
Prepaid Expenses and Other Assets	(29,109)	(53,624)
Due from Related Parties	768,488	(472,248)
Increase (Decrease) in Liabilities:		
Accounts Payable and Accrued Expenses	63,594	(98,352)
Due to Related Parties	223,301	-
Refundable Advances	(3,464)	2,836
Net Cash Provided by Operating Activities	1,124,712	56,236
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of Equipment and Improvements	(517,571)	(20,160)
NET INCREASE IN CASH AND CASH EQUIVALENTS	607,141	36,076
Cash and Cash Equivalents- Beginning of Year	1,500,939	1,464,863
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 2,108,080	\$ 1,500,939

See accompanying Notes to Financial Statements.

KIPP AMP ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Operations

KIPP AMP Academy Charter School (the "School") is an education corporation that operates in the borough of Brooklyn and county of Kings, New York. On March 15, 2005, the Board of Regents of the University of the State of New York granted the School a provisional charter valid for a term of five years and renewable upon expiration. The charter was renewed and is effective through May 16, 2015.

The School's mission is to develop and strengthen the students' academic skills, intellectual habits, and character traits needed to succeed in top-quality high schools, colleges and to contribute to the social improvement of their own community and society at large.

In fiscal year 2013, the School operated classes for students in grades five through twelve. In fiscal year 2014, the School added kindergarten.

The major source of revenue and support for the School is from state and local funding on a per pupil basis. The New York City Department of Food Services provides free and reduced-price lunches and the New York City Department of Transportation provides transportation vouchers directly to a majority of the School's students. Amounts with respect to these items are not included in these financial statements.

Financial Statement Presentation

The financial statements of the School have been prepared on the accrual basis of accounting in accordance with established accounting standards for not for profit entities. The School is required to report information regarding its financial position and activities in according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

Unrestricted net assets are not restricted by donors or the donor-imposed restrictions have expired. Temporarily restricted net assets contain donor-imposed restrictions that permit the School to use or expend the assets as specified. The restrictions are satisfied either by the passage of time or by action of the School. Permanently restricted net assets contain donor-imposed restrictions that stipulate the resources be maintained permanently but permit the School to use or expend part or all of the income derived from the restricted assets for either specified or unspecified purposes. The School only has unrestricted and temporarily restricted net assets.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

KIPP AMP ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Cash and Cash Equivalents

Cash and cash equivalents consist of demand deposits.

Grants and Contract Receivables

Grants and contract receivables primarily consist of amounts due from the New York Department of Education for federal and state subsidy programs and private grants. Grants and contract receivables are stated at the amount management expects to collect from outstanding balances. As of June 30, 2014 and 2013 an allowance of \$1,585 was warranted.

Governmental Funding

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and state funds are recognized by the School when expenditures are incurred and billable.

Revenue from other government grants to which the School is entitled is recognized mostly on student enrollment. Some grants are provided for specific educational endeavors which are not based on student enrollment and are recorded when related expenditures are incurred by the School.

Federal and state funds received prior to the services provided or the related expenditures being incurred are deferred and recorded as refundable advances.

Contributions

The School reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Donated Goods and Services

Donated goods and services are recorded at their fair value when such services are rendered or goods are donated. Contributed services are recognized as contributions if the services: (a) create or enhance nonfinancial assets or (b) required specialized skills and are performed by people with those skills and would otherwise be purchased by the School and (c) are measurable.

A number of volunteers have made a contribution of their time to the School. These in-kind contributions have not been reflected in the financial statements since they do not meet the criteria for recognition under accounting standards for contributions.

KIPP AMP ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Equipment, Improvements, Depreciation and Amortization

Equipment is recorded at cost. The School capitalizes all purchases of equipment in excess of \$2,500. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets. Equipment acquired with certain government contract funds are recorded as expenses when the grantor retains title.

Equipment acquired under capital leases are recorded in equipment with corresponding obligations carried in liabilities. The amount capitalized is the lower of the present value of minimum lease payments or the fair value of the leased asset. Amortization on assets leased under capital leases is recorded on a straight-line basis over the estimated useful life of the asset or the term of the lease, depending on the criteria used to capitalize the lease. Improvements to the facility are amortized over the useful life as there is no set lease term for the school building.

Expense Allocation

The costs of providing services have been summarized on a functional basis in the statement of activities and in the statement of functional expenses. Accordingly, certain costs have been allocated to the program and support services benefited.

Concentration of Credit Risk

The School maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits.

Income Taxes

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Service Code and applicable income tax regulations of the State of New York. No provision for income taxes has been established, as the School has no unrelated business activity.

The School follows the guidance in the income tax standard regarding the recognition and measurement of uncertain tax positions. The guidance clarifies the accounting for uncertainty in income taxes recognized in an entity's financial statements. The guidance further prescribes recognition and measurement of tax provisions taken or expected to be taken on a tax return that are not certain to be realized. This standard had no impact on the School's financial statements. The School's tax returns for the years 2011, 2012, and 2013 are open for federal and state tax examinations.

Reclassification

Certain accounts in the prior year information have been reclassified to conform to the presentation in the current year financial statements.

Subsequent Events

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 29, 2014, the date the financial statements were available to be issued.

**KIPP AMP ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013**

NOTE 2 RELATED PARTY TRANSACTIONS

The Knowledge is Power Program Foundation (“KIPP Foundation”) is a national, nonprofit organization that trains school leaders to open and run academically rigorous public schools. The School is a member of KIPP Foundation’s KIPP Network of Schools and, as such, is eligible for a range of benefits and fee-based services. See Note 7 for additional information about the license fee agreement.

KIPP NYC, LLC (“LLC”) is the sole member of KIPP New York, Inc. (“KNYI”). The School did not receive grants from KNYI for the years ended June 30, 2014 and 2013, respectively. Amounts due to and from related parties represent short-term timing differences of grants received and expenses incurred on behalf of the School that have not been paid or received as of the financial statement date.

LLC is considered a related party due to the usage of the LLC shared services team who handles the back-office functions for the School. In July 2009, the School entered into a shared services fee agreement with LLC for the back-office functions. The management fee is 11% of the revenue as defined in the shared services agreement. The School incurred a management fee to LLC in the amount of \$950,871 and \$658,543 for the years ended June 30, 2014 and 2013, respectively.

KIPP New York, Inc. (“KNYI”) is the sole member of KTC NYC, LLC (“KTC”). Amounts due to and from related parties represent short-term timing differences of grants received and expenses incurred on behalf of the School that have not been paid or received as of the financial statement date.

KTC is considered a related party due to the services they provide to the KIPP New York charter schools and school alumni to prepare them for college. The services KTC provides are college advisory, counseling and placement, transition programs, collage scholars and career preparation.

KIPP NYC Facilities II LLC (“Facilities”) is a single member limited liability company with KIPP NYC Facility Holdings, Inc. as its sole member. KIPP NYC Facility Holdings Inc. is a Delaware non-stock charitable membership corporation with a mission of securing long-term facilities for KIPP charter schools operating in New York City. KIPP NY Inc., KIPP Academy, KIPP AMP, KIPP Infinity, and KIPP NYC Public Charter Schools are members of KIPP NYC Facility Holdings Inc. There were no transactions between Facilities and the School during the year.

The School, KIPP Academy Charter School, KIPP Infinity Charter School, and New York Public Charter School share minimal common membership on their Board of Directors (maximum of two shared members per school).

During the year ended June 30, 2014, the School moved out of the space it shared with KIPP Infinity Charter School. As a result of this move, the School transferred leasehold improvements and equipment to KIPP Infinity Charter School with a net book value of \$60,611. This transaction is netted within due to related parties on the statement of financial position.

**KIPP AMP ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013**

NOTE 3 EQUIPMENT AND IMPROVEMENTS

Equipment and Improvements consist of the following:

	<u>2014</u>	<u>2013</u>
Furniture and Fixtures	\$ 55,226	\$ 55,226
Leasehold Improvements	491,437	106,617
Technology	467,421	413,351
Equipment	<u>56,164</u>	<u>56,164</u>
Total	1,070,248	631,358
Less: Accumulated Depreciation and Amortization	<u>(524,072)</u>	<u>(432,414)</u>
Total Equipment	<u><u>\$ 546,176</u></u>	<u><u>\$ 198,944</u></u>

NOTE 4 RESTRICTIONS ON NET ASSET BALANCES

Temporarily restricted net assets at June 30, 2014 and 2013 were available for the following purposes:

	<u>2014</u>	<u>2013</u>
Elementary School	\$ -	\$ 264,500
Academic Programs	5,080	15,714
Arts & Music Programs	800	5,058
Athletic Programs	<u>5,040</u>	<u>2,128</u>
	<u><u>\$ 10,920</u></u>	<u><u>\$ 287,400</u></u>

NOTE 5 PENSION

The School contributes to the Teachers Retirement System of the City of New York, a multiemployer defined benefit pension plan (the "Plan"), on behalf of the teachers. The Plan provides New York City educators with retirement, disability, and death benefit services. The School's participation in the plan constitutes less than 1% of total plan contributions. The funded status of the Plan was 58.2% at June 30, 2011, the date of the most recent actuarial calculation as indicated in the June 30, 2013 plan audit. The amount charged to operations for contributions to this Plan amounted to \$167,864 and \$222,514 for the years ended June 30, 2014 and 2013, respectively.

The School is part of the KIPP NYC 403(b) Retirement Plan, a multiemployer defined contribution plan, under Section 403(b) of the Internal Revenue Code which employees of the School can elect to contribute. Employees, whom option for this plan, can contribute up to the level set by the IRS. The Employer match is a discretionary contribution. Employees who are eligible for the Teachers Retirement System of the City of New York are not eligible for the Company contribution. The employer contributions to this Plan amounted \$52,291 and \$37,589, for the years ended June 30, 2014 and 2013, respectively.

**KIPP AMP ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013**

NOTE 6 SCHOOL FACILITY

The School has an agreement with the New York City Department of Education for dedicated and shared space at M.S. 390, a New York City public school, located at 1224 Park Place, Brooklyn, New York. The facility is provided to the School at no cost. The School is responsible for any overtime-related costs for services provided beyond regular opening hours. These costs have been included in contracted services in the accompanying statement of functional expenses.

NOTE 7 TRADEMARK LICENSE AGREEMENT

The School has entered into a trademark license agreement with KIPP Foundation subject to a license fee of 1% per pupil operating revenue not to exceed \$30,000 per elementary school, middle school or high school. For the years ended June 30, 2014 and 2013, the School incurred licensing fees amounting to \$33,861 and \$33,993, respectively.

NOTE 8 OPERATING EXPENSES

Operating expenses are presented in the statement of functional expenses classified according to the significant program activity related to the purpose for which the school exists or supporting service.

The significant activities are:

School Operations

Represents work (time and materials) that is specifically related to or necessary for the programming aspects of the School. The activities and related costs directly affecting students or parents fall under this program.

The significant supporting services are:

Management and General

Time and materials relating to operating the non-programmatic/back-end operational functions of the School are reflected as management and general expenses. These expenses include, but are not limited to, human resources, finance, and technology activities.

Fundraising

Represents work (time and materials) associated with the School's fund-raising program including but not limited to annual mailings, donor meeting and events. The fundraising expenses were incurred by KIPP NYC, LLC.

**KIPP AMP ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013**

NOTE 9 CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Trustees
KIPP AMP Academy Charter School
Brooklyn, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of KIPP AMP Academy Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 29, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered KIPP AMP Academy Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of KIPP AMP Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of KIPP AMP Academy Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether KIPP AMP Academy Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Plymouth Meeting, Pennsylvania
October 29, 2014



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The Board of Directors and Management
KIPP New York Charter Schools
New York, New York

In planning and performing our audits of the financial statements of KIPP New York Charter Schools as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered the entity's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we do not express an opinion on the effectiveness of the entity's internal control. However, during our audit we became aware of several matters that are opportunities for strengthening internal control and operating efficiency. Our comments and suggestions regarding those matters are summarized below. This letter does not affect our communication dated October 29, 2014.

Current Year Comments:

Review and Approval of Journal Entries

During the review of client prepared journal entries, it was noted that there are instances of journal entries being prepared, reviewed, and posted by the same person. We recommend that these duties be segregated and all entries be seen by two different people.

Management's Response:

Our standard internal procedures already provide for an appropriate segregation of duties when preparing and recording journal entries in the accounting system. When short-staffed there have been instances when the Managing Director has both prepared and posted entries to the system in order to assist the team during month closings. While we do not believe this resulted in any improper entries, we do understand the potential risk this presented to the organization and have since updated the security restrictions in our accounting system to prevent any future occurrences.

Information Technology Review:

As part of our fiscal year 2014 audit, we issued an Information Technology Review report, dated October 29, 2014. The objective of this review was to evaluate the computer processing environments and general controls that help ensure the reliability of the business and financial systems that support business objectives during the current and future reporting period. Please refer to this report for information technology related comments and recommendations.

Management's Response:

Throughout the past year, the organization's technology systems have been upgraded along with the implementation and use of best practices and standards throughout the environment. As such, there are still items that are in progress as part of the Technology Team's strategic initiatives that are planned for completion in the next 6-9 months. Documentation of new processes and system efficiencies will continue to be implemented in order to minimize any associated risks within the environment as it relates to data, security, privacy, PII and financial information.

Prior Year Comments:

Adjustments and Year-end Closing

At the start of final fieldwork, management communicated to us that some accounts needed to be reviewed and additional entries were required to adjust the initial trial balance that was provided.

Management is responsible for the accuracy and completeness of all financial records and related information. Their responsibilities include adjusting the financial statements to correct material misstatements. Management is responsible for controls over the period-end financial reporting process, including controls over procedures used to enter transaction totals into the general ledger; initiate, authorize, record, and process journal entries into the general ledger; and record recurring and nonrecurring adjustments to the financial statements.

During the performance of our audit engagement procedures and previously communicated by management, proposed adjustments were provided to adjust cash, receivables, accrued salaries, equipment and depreciation based on the initial trial balance that was provided. Timely and accurate account reconciliations are a necessary step in ensuring that financial statements are fairly stated.

We recommend that the School work to adjust all account balances to reflect appropriate year-end balances. This process would ideally occur before the year-end external audit.

Current year update:

There was a significant delay in the receipt of the final trial balance for the NYC Public Charter School. This trial balance was not received until several weeks after the scheduled final fieldwork. In addition, several of the entities required adjustments after the final trial balance was provided. We recommend that management continue to review and reconcile accounts throughout the year in order to provide timely and accurate financial information.

Management's Response:

The delay in providing the final trial balance for KIPP NYC Public Charter Schools was due to an unusual circumstance resulting from the necessity to reorganize the assets from the two legacy charters, KIPP NYC Washington Heights Academy Charter School and KIPP STAR College Prep Charter School, into a new entity structure, which combined assets from each of the legacy charters into two new programs. As the merger was a one-time occurrence we do not expect this happening again.

As a part of our normal procedures we conduct monthly or quarterly reviews of all general ledger accounts. While our goal is to release completely finalized trial balances prior to the start of the audit, occasionally we realize that an additional entry is needed to correct a previously undiscovered error or to treat an entry differently as guided by the auditors. Over the years the number of adjusting entries provided has continued to decrease despite an increase in the size and complexity of the organization. In the future we will continue to work on improving in this area.

Credit Cards

During our audit, we noted instances in which supporting invoices or receipts were not included in the credit card file as supporting documentation. We recommend that all supporting invoices or receipts be provided for Credit Card purchases and be included in the files as the supporting documentation for the purchases. In addition, we noted the credit card use by the school is significant which imposes risk with the credit card usage. We recommend emphasizing reviewing the purchases of the credit cards and consider using vendor purchase process for expenses where available.

Current year update:

This is a continuing comment as there were missing receipts in the credit card testing sample. We continue to encourage management to look into developing vendor relationships. The schools could potentially see savings if relationships are developed across all entities.

Management's Response:

As a growing organization we have often utilized credit cards as a method of payment to facilitate travel and the purchase of materials and supplies for our schools and programs. We continually monitor credit card usage and establish accounts with vendors where we experience a high volume of credit card purchases. Our current policy states that all credit card users are required to provide appropriate documentation for all purchases made with their card. We recognize the organizational risk of non-compliance by card users and are currently working with a consultant to update the policy with strengthened accountability measures to help mitigate that risk and increase compliance.

* * * * *

We will review the status of these comments during our next audit engagement. We have already discussed many of these comments and suggestions with various entity personnel, and we will be pleased to discuss them in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing the recommendations.

This communication is intended solely for the information and use of management, Board of Directors, and others within the entity, and is not intended to be, and should not be, used by anyone other than these specified parties.



CliftonLarsonAllen LLP

Plymouth Meeting, Pennsylvania
October 29, 2014

KIPP AMP Academy Charter School

PROJECTED BUDGET FOR 2014-2015

July 1, 2014 to June 30, 2015

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	10,371,410	1,386,758	-	-	-	11,758,168
Total Expenses	10,608,914	991,324	-	-	-	11,600,237
Net Income	(237,503)	395,434	-	-	-	157,931
Actual Student Enrollment	705	114	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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Therapists & Counselors	4.59	387,675	167,194	-	-	554,869	see "Staff List" tab; fractional staff are shared across multiple charters
Other	1.27	105,094	-	-	-	105,094	see "Staff List" tab; fractional staff are shared across multiple charters
TOTAL INSTRUCTIONAL	62	4,346,553	736,836	-	-	5,083,389	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	83	6,061,401	814,906	-	-	6,876,307	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		458,828	62,568	-	-	521,396	
Fringe / Employee Benefits		587,409	80,101	-	-	667,510	
Retirement / Pension		144,786	19,743	-	-	164,529	
TOTAL PAYROLL TAXES AND BENEFITS		1,191,023	162,412	-	-	1,353,435	
TOTAL PERSONNEL SERVICE COSTS		7,252,424	977,318	-	-	8,229,742	
CONTRACTED SERVICES							
Accounting / Audit		17,619	-	-	-	17,619	(0)
Legal		-	-	-	-	-	
Management Company Fee		1,311,904	-	-	-	1,311,904	Includes KIPP licensing fee and management fee; management fee includes fundraising by CMO.
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		7,930	-	-	-	7,930	
Special Ed Services		-	5,561	-	-	5,561	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		261,852	-	-	-	261,852	
TOTAL CONTRACTED SERVICES		1,599,305	5,561	-	-	1,604,866	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	
Classroom / Teaching Supplies & Materials		18,961	-	-	-	18,961	
Special Ed Supplies & Materials		-	-	-	-	-	
Textbooks / Workbooks		146,164	8,444	-	-	154,608	
Supplies & Materials other		102,056	-	-	-	102,056	
Equipment / Furniture		87,154	-	-	-	87,154	
Telephone		102,914	-	-	-	102,914	
Technology		435,437	-	-	-	435,437	
Student Testing & Assessment		18,272	-	-	-	18,272	
Field Trips		103,861	-	-	-	103,861	
Transportation (student)		34,889	-	-	-	34,889	
Student Services - other		74,778	-	-	-	74,778	
Office Expense		86,242	-	-	-	86,242	
Staff Development		147,801	-	-	-	147,801	
Staff Recruitment		6,194	-	-	-	6,194	
Student Recruitment / Marketing		14,959	-	-	-	14,959	
School Meals / Lunch		32,917	-	-	-	32,917	
Travel (Staff)		794	-	-	-	794	
Fundraising		794	-	-	-	794	
Other		27,537	-	-	-	27,537	
TOTAL SCHOOL OPERATIONS		1,441,724	8,444	-	-	1,450,168	
FACILITY OPERATION & MAINTENANCE							

KIPP AMP Academy Charter School

PROJECTED BUDGET FOR 2014-2015

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	10,371,410	1,386,758	-	-	-	11,758,168	
Total Expenses	10,608,914	991,324	-	-	-	11,600,237	
Net Income	(237,503)	395,434	-	-	-	157,931	
Actual Student Enrollment	705	114					
Total Paid Student Enrollment	-	-					
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Insurance	110,217	-	-	-	-	110,217	
Janitorial	47,400	-	-	-	-	47,400	
Building and Land Rent / Lease	49,800	-	-	-	-	49,800	Extended use permits
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	108,044	-	-	-	-	108,044	
TOTAL FACILITY OPERATION & MAINTENANCE	315,461	-	-	-	-	315,461	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	\$75K for dissolution has been set aside in previous years and remains in an escrow account.
TOTAL EXPENSES	10,608,914	991,324	-	-	-	11,600,237	
NET INCOME	(237,503)	395,434	-	-	-	157,931	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
New York City	705	114	819				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	705	114	819				
REVENUE PER PUPIL	14,711	12,165	-				
EXPENSES PER PUPIL	15,048	8,696	-				
				SpEd allocations are only for instruction which is exclusively for SpEd students although SpEd students are also serviced by GenEd staff and materials.			

Appendix E: Disclosure of Financial Interest Form

Created Monday, July 07, 2014

Page 1

331700860882 KIPP AMP CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Thursday, June 19, 2014

Updated Friday, August 01, 2014

Page 1

331700860882 KIPP AMP CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	David Massey	Chair/President	Yes	Law, Audit Committee	January 2005 - Present	NA
2	Rafael Mayer	Treasurer	Yes	Secretary & Treasurer, Audit Committee	June 2006 - Present	Audit Committee, Development Committee
3	Kelly Coffey	Member	Yes	Finance	January 2007 - Present	NA
4	Frank Corcoran	Member	Yes	KIPP Principal	January 2005 - Present	NA
5	Daniel Lugo	Member	Yes	Education	June 2013 - Present	NA
6	John Zeiler	Member	Yes	Real Estate	June 2008 - Present	NA

2. Total Number of Members Joining Board during the 2013-14 school year

1

3. Total Number of Members Departing the Board during the 2013-14 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

25

5. How many times did the Board meet during the 2013-14 school year?

4

6. How many times will the Board meet during the 2014-15 school year?

4

Thank you.

Appendix H: Enrollment and Retention Targets

KIPP AMP and the greater KIPP NYC network of charter schools is committed to enrolling and retaining students with disabilities, English Language Learners, and students who are eligible for the free or reduced price lunch program. Our recruiting efforts specifically target students in high needs communities in New York City, and employ efforts that we have found to be effective in enrolling students in these populations. These recruiting efforts have included leveraging the networks of the KIPP students, their families, and KIPP alumni as well as that of teachers and staff to spread the word about KIPP AMP's educational programming and class openings. Additionally, we have partnered with community organizations such as local places of worship, afterschool programs, day care centers, immigration centers, YMCAs, and boys and girls clubs for assistance in recruiting efforts. To specifically target families with limited English proficiency, we recruit using bilingual materials and bilingual staff members. Moreover, our lottery process gives an absolute preference to students eligible for the free and reduced price lunch program.

KIPP AMP is focused on retaining all students. We provide high quality and highly structured educational programming tailored to the needs of students. Parents and families are kept informed of their child's performance and progress through periodic, bilingual communications, and have access to their child's teacher's cell phone number. In addition we survey students, families, and teachers to gauge the health of our schools and to ensure that our educational programming is meeting and exceeding the needs of our students. Furthermore, we leverage best practices from KIPP schools across the country to increase student retention.

We plan to continue to utilize these same recruiting and student retention efforts in future years.

Appendix I: Teacher and Administrator Attrition

Created Thursday, July 17, 2014

Page 1

Charter School Name: 331700860882 KIPP AMP CS

Instructions for completing the Teacher and Administrator Attrition Tables
Board of Regents-authorized charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
26	20	8

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
11	9	6

Thank you

Appendix J: Uncertified Teachers

Created Friday, July 18, 2014

Page 1

Charter School Name: 331700860882 KIPP AMP CS

Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf)

How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2013-14?

For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

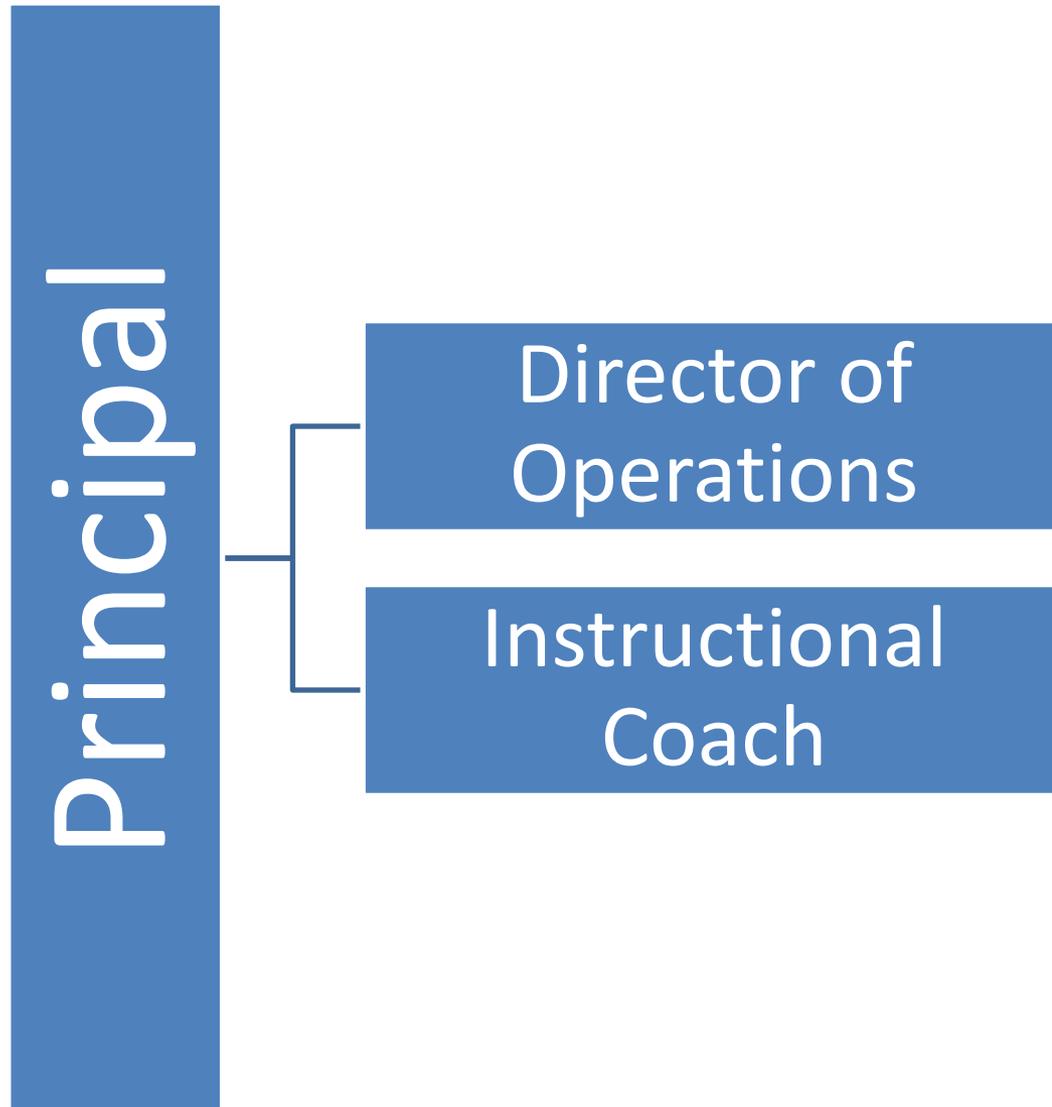
	FTE
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	4
(ii) tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	1
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	8
Total FTE (Sum of all Uncertified Teaching Staff)	13

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2013-14?

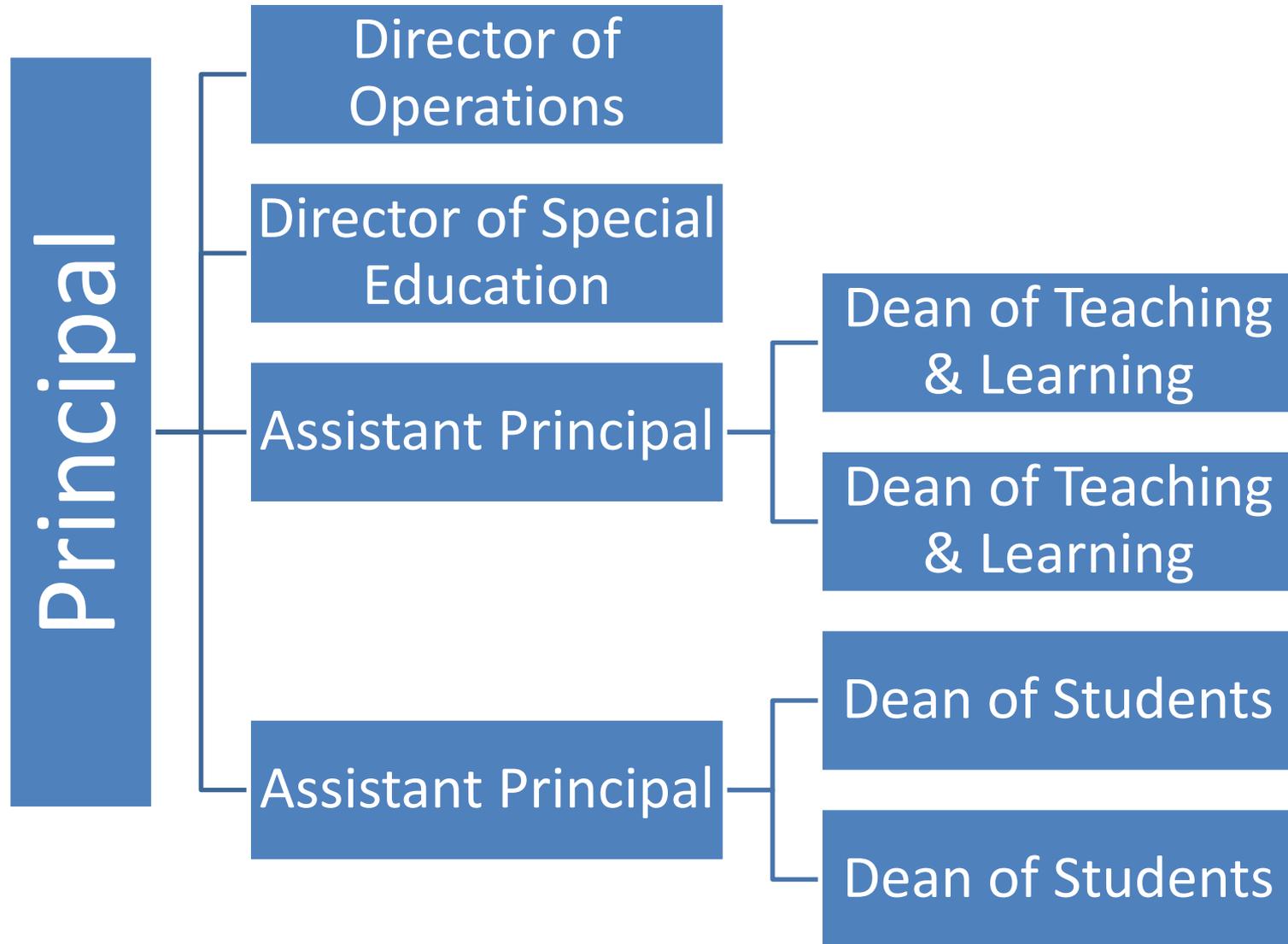
43

Thank you.

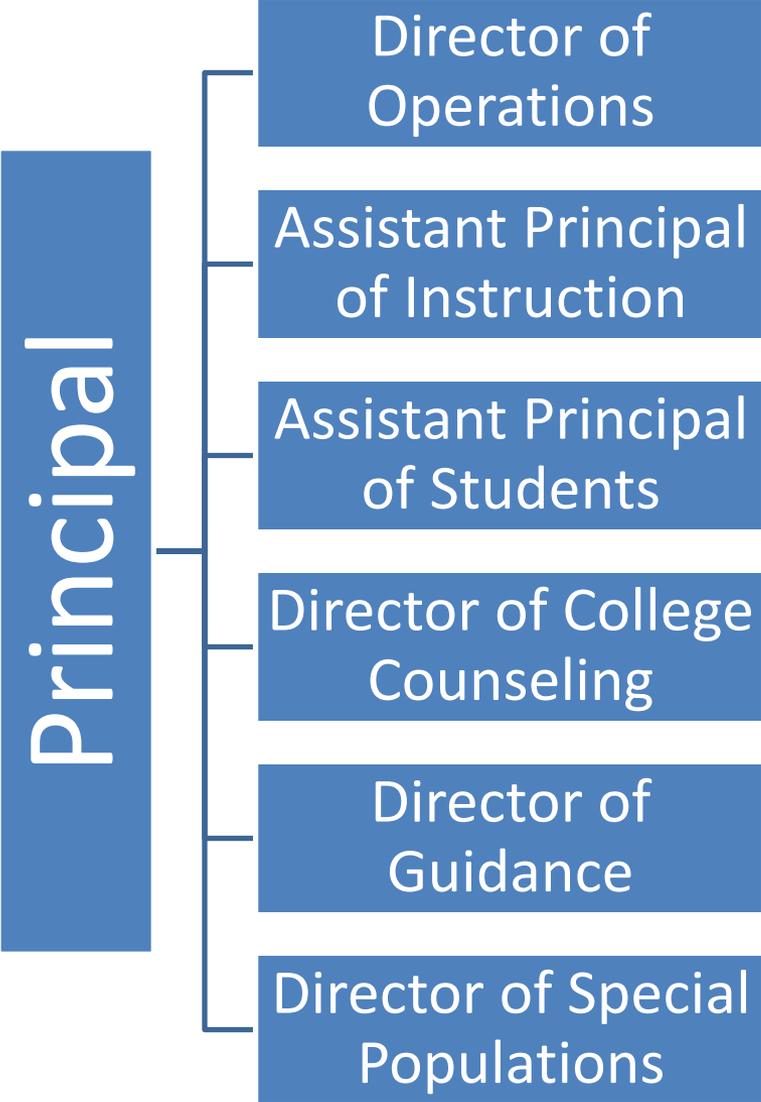
KIPP AMP Elementary Org Chart 2014-15



KIPP AMP Academy Org Chart 2014-15



KIPP NYC College Prep High School Org Chart 2014-15



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, June 24, 2014

Updated Friday, August 01, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/2b419>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

David B. Massey

2. Charter School Name:

KIPP Always Mentally Prepared Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

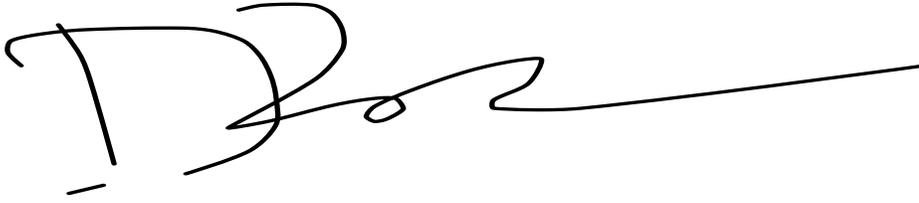
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized initial 'D' followed by a long, horizontal, slightly wavy line extending to the right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, June 24, 2014

Updated Wednesday, July 30, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/7d6cf>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Kelly Coffey

2. Charter School Name:

KIPP Always Mentally Prepared Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Handwritten signature in black ink, appearing to read "Kelly R." followed by a stylized monogram or initials.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, June 24, 2014

Updated Friday, August 01, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/e5743>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Frank Corcoran

2. Charter School Name:

KIPP Always Mentally Prepared Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	Principal
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	KIPP Academy middle school in the Bronx
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	149,000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	1995

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, June 24, 2014

Updated Thursday, July 31, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/e8d0e>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Daniel Lugo

2. Charter School Name:

KIPP Always Mentally Prepared Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

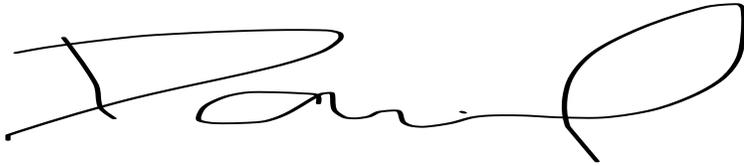
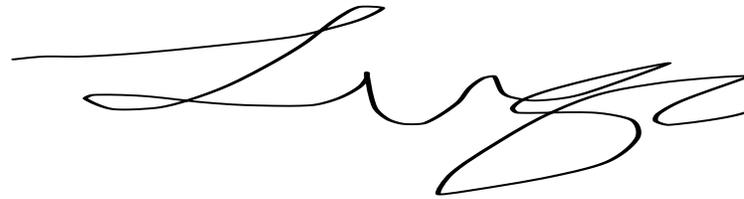
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Paul". The letters are cursive and connected, with a large loop at the end.A handwritten signature in black ink, appearing to read "Lynn". The letters are cursive and connected, with a large loop at the end.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, June 24, 2014

Updated Wednesday, July 30, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/a3630>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

John S. Zeiler

2. Charter School Name:

KIPP Always Mentally Prepared Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

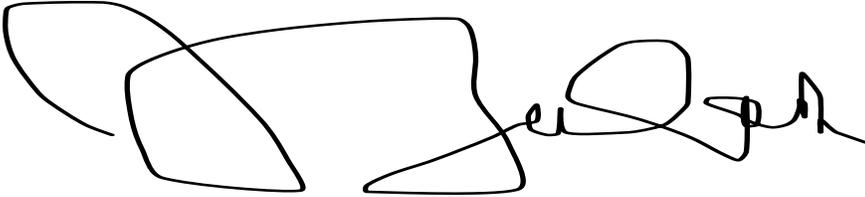
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several large, overlapping loops and a final flourish.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, June 24, 2014

Updated Wednesday, July 30, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/51d40>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Rafael Mayer

2. Charter School Name:

KIPP Always Mentally Prepared Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Treasurer

- Secretary

- Other, please specify...: Chair, Audit/Finance Committee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of two distinct parts. The first part is a large, stylized, cursive letter 'N' that loops back to its starting point. The second part is a more fluid, cursive signature that starts with a sharp upward stroke and ends with a long, horizontal tail.