

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)

320700860820 KIPP ACADEMY CS

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 7

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
250 East 156th St, Room 418 Bronx, NY 10451	718-665-3555	718-585-7982	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Frank Corcoran
Title	KIPP Academy Middle School Principal
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

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

6. DATE OF INITIAL CHARTER

2000-03-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

1995-08-01 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
- 1
- 2
- 3
- 4
- 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	Natalie Webb	[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/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	250 East 156th St, Room 418 Bronx, NY 10451	718-665-3555	CSD 7	5-8	Yes	DOE space
Site 2	201 E 144th St, Bronx, NY 10451	212-991-2626	CSD 7	9-12	Yes	Rent/Lease
Site 3	730 Concourse Village West, Tower D, Bronx, NY 10451	718-943-3737	CSD 7	K-4	Yes	Rent/Lease

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Frank Corcoran	[REDACTED]		[REDACTED]
Operational Leader	Nick Sedey	[REDACTED]		[REDACTED]
Compliance Contact	Alicia Johnson	[REDACTED]		[REDACTED]
Complaint Contact	Natalie Webb	[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]g
Complaint Contact	Natalie Webb	[REDACTED]		[REDACTED]

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Carolyn Petruzzielo	[REDACTED]		[REDACTED]
Operational Leader	William Cardenas	[REDACTED]		[REDACTED]
Compliance Contact	Alicia Johnson	[REDACTED]		[REDACTED]
Complaint Contact	Natalie Webb	[REDACTED]		[REDACTED]

13. Are the School sites co-located?

Yes

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 Plans to Leave	No		No		Yes
Site 2	No Plans to Leave	No		No		Yes
Site 3	No Plans 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

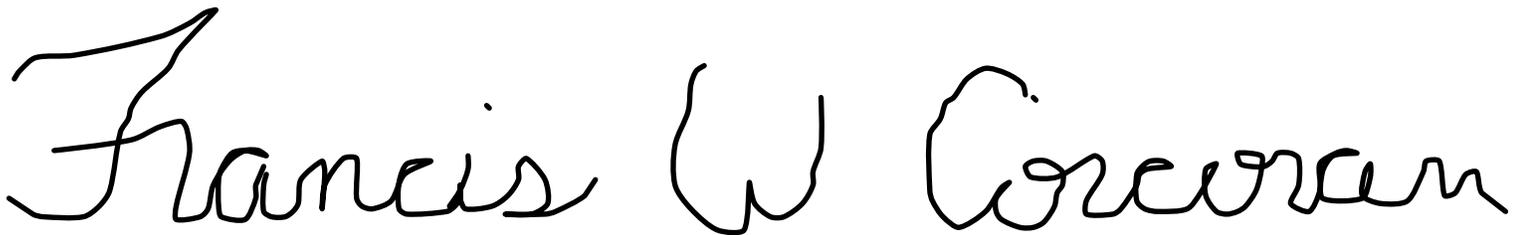
15. Summary of Charter Revisions

	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	Philip Mactaggart rejoined the Board after a one-year hiatus.	11/4/13	1/22/14
3	Change in fixed size/number of Trustees	Stephanie Coleman joined the Board.	6/3/13	10/30/13
4	Change in fixed size/number of Trustees	In SY13-14, Dawn Palo left this Board, but continues to serve on the KIPP NYC Public Charter Schools Board.	N/A	N/A
5	Change in fixed size/number of Trustees	Gwendolyn Brunson joined the Board.	11/4/13	1/22/14

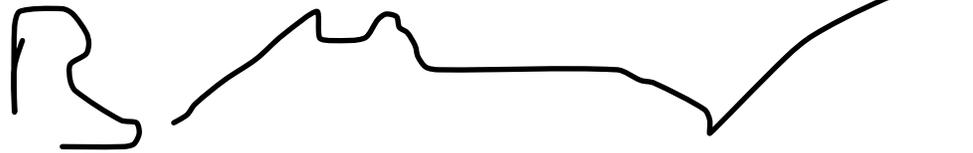
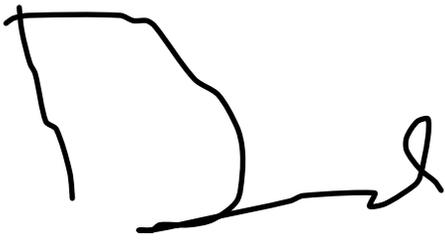
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in 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 stylus 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: 320700860820 KIPP ACADEMY 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=800000034168&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-2nd 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 level 8 for 2nd graders. STEP will assess students' vocabulary, comprehension and phonics skills in order to appropriately determine a reading level.	STEP	91% of K-2 students who were enrolled for at least 2 BEDS days were reading at or above grade level by the end of the year	Achieved
Academic Goal 2	Absolute Performance (2) Each year, 75% of K-2	School developed diagnostics and interim assessments	58% of students that were enrolled for at least 2 BEDS days mastered 80%	Did Not Achieve Starting January 2014, we

	<p>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>		<p>of math standards on the last math interim assessment.</p>	<p>began incorporating Cognitively Guided Instruction (CGI) into all of our Math classes to increase our student's ability to succeed with common core Math. In 2014-2015, teachers are participating in professional development to improve their ability to teach CGI in a rigorous manner.</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>2013-2014 MAP Assessment (KIPP Academy did not administer standardized teacher created reading interim assessments)</p>	<p>62% of K-2 students performed at or above grade level on the Spring 2014 MAP Reading assessment.</p>	<p>Did Not Achieve</p> <p>Starting the 14/15 school year, we are focusing on improving our Guided Reading program. Teachers are receiving regular observation by Guided Reading experts. Principals are leading professional development. We have also increased our year end reading level goals.</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>68% of students scored at or above 80% on the last math interim assessment.</p>	<p>Did Not Achieve.</p> <p>Refer to common above about CGI Math.</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.</p>	<p>NYS ELA exam</p>	<p>In 2013-2014, 23% 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>	<p>Did Not Achieve</p> <p>See comment above for elementary school ELA action plan.</p> <p>At the middle school, we have adjusted our program to increase the likelihood that we achieve this goal. Students now receive 75 minutes of reading</p>

				instruction in each grade level as well as 30-40 min of guided reading instruction twice a week.
Academic Goal 6	Absolute Performance (6) 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.	NYS Mathematics Exam	In 2013-2014, 56% 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.	Did Not Achieve At the middle school, we have lengthened our math classes and integrated computer-based instruction in order to better prepare our students for the state math test.
Academic Goal 7	Absolute Performance (7) 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 Science examination.	NYS Science Exam	In 2013-2014, 75% of 4th and 8th grade students who were enrolled on 2 consecutive BEDS days scored above proficiency on the Science exam.	Achieved
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.	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?

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	NYS ELA exam	With 27% of students in the identified cohort scoring at or above proficiency on the 2012-2013 exam, the target score was set at 51%. On the 2013-2014 ELA exam, 23% of the same cohort of students scored at or above proficiency. The target was not achieved.	Did Not Achieve. At the middle school, we have adjusted the amount of time that students receive reading instruction in order to reach this target. Students now receive 75 minutes of reading instruction each day, and 30 to 40 minutes

	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.			of guided reading instruction twice each week. See comment above for ELA action plan.
Academic Goal 10	<p>Value-Added Performance/Progress (2)</p> <p>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.</p>	NYS Mathematics Exam	With 42% of students in the identified cohort scoring at or above proficiency on the 2012-2013 exam, the target score was set at 59%. On the 2013-2014 Math exam, 56% of the same cohort of students scored at or above proficiency. The target was not achieved.	<p>Did Not Achieve.</p> <p>As mentioned above, at the middle school level we are attempting to reach this target by extending class time and by integrating computer-based instruction into math classes.</p> <p>As mentioned above, at the elementary level we are focusing on implementing CGI Math & improving our Engage NY curriculum instruction</p>
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 7 in 5 of the 6 tested grades, thus achieving the target.	Achieved
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 Math Exam	In 2013-2014 the school's performance surpassed that of students in CSD 7 in all 6 of the tested 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	Comparative Performance (4) 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.)	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	Comparative Performance (5) 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 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.)	NYS Regents Math Exam	By the end of the 2013-2014 school year 100% of students in the 2010 accountability cohort passed a Math Regents examination compared to 92% of students in the 2009 cohorts at peer schools (2010 cohort comparison data not yet available).	Achieved
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?

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	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.

	<p>Regents examinations in ELA. (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 18	<p>High School and Post-Secondary Success Goals (3)</p> <p>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.)</p>	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	<p>High School and Post-Secondary Success Goals (4)</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 Science (Living Environment, Chemistry, or other). (Relevant for schools serving grades 9-12.)</p>	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	<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>	NYS Regents History Exams	By the end of the 2013-2014 school year, 98% 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	<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	With 98% of students in their second year in high school students tested, the average score on Critical Reading was 38.74 and Math was 43.42. The NY State Average for Sophomores in Fall 2013 was 41.1 in Critical Reading and 42.8 in Math. KIPP Academy outperformed the state average in Math, but fell short of exceeding the state in Critical	<p>Did not Achieve</p> <p>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</p>

			Reading.	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 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.	SAT	With 100% of 12th grade students tested, the average score on Critical Reading was 453, and Math was 487. Seniors in NY State in 2014 scored on average 488 on Critical Reading and 502 on Math. KIPP Academy did not exceed the state average in Critical Reading or Math.	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 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	KIPP college placement program completion	85% of the 2010 graduation cohort completed three courses in the college placement program.	Did Not Achieve. We now offer Speech & Composition for the entire year

	<p>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)</p>			<p>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.</p>
Academic Goal 24	<p>College Preparation (2)</p> <p>Each year, 70 percent of students in the Graduation Cohort will successfully pass a high school AP exam.</p>	AP exams	<p>49% of the 2010 graduation cohort (class of 2014) passed at least 1 AP exam (pass equates to a score of 3 or higher).</p>	<p>Did Not Achieve</p> <p>We are working to increase the number of students successfully passing AP Examinations within a 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.</p>
Academic Goal 25	<p>College Participation and Attendance (1)</p> <p>Each year, 85 percent of students in the Graduation Cohort will gain admission into a two and/or four year college.</p>	College Admission	<p>96% of students in the graduation cohort were accepted to either a 2 or 4 year college.</p>	Achieved
Academic Goal 26	<p>College Participation and Attendance (2)</p> <p>Each year, 70 percent of students in the Graduation Cohort will enroll in a two and/or four year college.</p>	College Enrollment	<p>96% of students in the graduation cohort matriculated to a 2 or 4 year college by Oct 2014</p>	Achieved
Academic Goal 27	<p>Graduation Rates (1)</p> <p>Each year, 80 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.</p> <p>Graduation Rates (2)</p> <p>Each year, 95 percent of</p>	High School Graduation	<p>1. 96% of the 2010 graduation cohort graduated high school in 2014 (their 4th year in the cohort).</p> <p>2. 97% of the 2009 graduation cohort graduated high school by 2014 (their 5th year in the cohort).</p>	<p>1. Achieved</p> <p>2. Achieved</p>

students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.

Academic Goal 28	<p>AYP Status (1)</p> <p>Each year, the school will be deemed “In Good Standing” on the NYS Report Card.</p>	NCLB Status	Data Not Available at Time of Submission	Data Not Available at Time of Submission
Academic Goal 29	<p>Student Engagement (1)</p> <p>Each year, the school will have an average daily student attendance rate of at least 95 percent.</p>	Daily Attendance	In 2013-14 the average daily attendance rate was 95%.	Achieved
Academic Goal 30	<p>Student Engagement (1)</p> <p>Each year, 95 percent of all students enrolled on the last day of the school year will return the following September.</p>	Re-Enrollment	98% of students enrolled on the last day of school returned in September of 2014 (students graduating from 12th grade are not included).	Achieved

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	82% of the staff completed the survey and average scores were 3.81 out of 5. Although the average score exceeded 3.75, the response rate fell short of the 90% target.	Did Not Achieve Although the average score exceeded 3.75, the response rate fell short of the 90% target. We are working to increase survey response rates. At the middle school, we will incentivize completion of the survey in order to receive a response rate above 90%
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 1003 students enrolled in 2013-14, KIPP Academy's enrollment was 17.7% above the chartered enrollment. The charter allows for 15% above chartered enrollment.	Did Not Achieve KIPP Academy is slightly over due to two main reasons: 1) The middle school on the charter was granted additional space to accommodate a larger incoming 5th grade class from the elementary school. 2) Student attrition was lower than modeled.

The charter is in the process of renewal. We will propose during the renewal process that our enrollment targets are increased to reflect current enrollment levels.

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 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.	NYC DOE Learning Environment Survey	With 55% of parents participating in the survey, the school scored above 75% in all 3 survey domains: Instructional Core: 98% Systems for Improvement: 96% School Culture: 96% The survey was changed in 2013-14 to 3 categories scored on a 0-100% scale.	Achieved
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2b.1 Do you have more organizational goals to add?

Yes

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 Survey	With 51% of teachers participating in the survey, the school scored above 75% in all 3 survey domains: Instructional Core: 90% Systems for Improvement: 78% School Culture: 92% The survey was changed in 2013-14 to 3 categories scored on a 0-100% scale.	Achieved
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	NYC DOE Learning Environment Survey	With 96% of students participating in the survey, the school scored above 75% in all 3 survey domains: Instructional Core: 83% Systems for Improvement: 76% School Culture: 84% The survey was changed in 2013-14 to 3 categories scored on a 0-100% scale.	Achieved

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.

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	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 Monday, June 16, 2014

Updated Wednesday, July 16, 2014

Page 1

Charter School Name: 320700860820 KIPP ACADEMY 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=800000034168&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-2nd 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 level 8 for 2nd graders. STEP will assess students' vocabulary, comprehension and phonics skills in order to appropriately determine a reading level.	STEP	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	School developed diagnostics and interim assessments	Data not available until 11/1	

	<p>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>			
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>2013-2014 MAP Assessment (KIPP Academy 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.</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.</p>	<p>NYS Math 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 Science examination.</p>	<p>NYS Mathematics Exam</p>	<p>Data not available until 11/1</p>	
Academic Goal 8	<p>Absolute Performance (8)</p> <p>Each year, 75 percent of 5th and 8th</p>	<p>NYS Social Studies Exam</p>	<p>The Social Studies exam is no longer administered in New</p>	<p>N/A</p>

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.

York State

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	<p>Value-Added Performance/Progress (1)</p> <p>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.</p>	NYS ELA exam	Data not available until 11/1	
Academic Goal 10	<p>Value-Added Performance/Progress (2)</p> <p>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.</p>	NYS Mathematics Exam	Data not available until 11/1	
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	Data not available until 11/1	
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 Math Exam	Data not available until 11/1	

Academic Goal 13	Comparative Performance (3) Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the citywide Progress Report.	NYC DOE Progress Report	Data not available until 11/1
Academic Goal 14	Comparative Performance (4) 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.)	NYS Regents ELA Exam	Data not available until 11/1
Academic Goal 15	Comparative Performance (5) 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 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.)	NYS Regents Math Exam	Data not available until 11/1
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	Data not available until 11/1

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.)	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	NYS Regents Math exam	Data not available until 11/1	

	9-12.)		
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	Data not available until 11/1
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	Data not available until 11/1
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	Data not available until 11/1
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 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.	SAT	Data not available until 11/1
Academic Goal 23	College Preparation Goals (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	Data not available until 11/1
Academic Goal 24	College Preparation Goals (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) 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. 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	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 Status	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 average daily attendance rate was 95%.	Achieved
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	87% of the staff completed the survey and average scores were 3.93 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</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 1003 students enrolled in 2013-14, adequate enrollment was not maintained.	Did Not Achieve
Org Goal 5	<p>Parent Satisfaction: 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,</p>	NYC DOE Learning Environment Survey	Data not available until 11/1	

Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.

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

Yes

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: 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 Survey	Data not available until 11/1	
Org Goal 7	3. Student Satisfaction: 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.	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	Financial Compliance goal 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.	Financial Audit
Financial Goal 2	Financial Viability goal Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Budget

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Friday, August 01, 2014

Page 1

Charter School Name: 320700860820 KIPP ACADEMY 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	19367719
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	1003
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	19302

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)	61254
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)	1647745
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	1709000
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	1003
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	1703

Thank you.

Audited Financial Statement Checklist

Created Tuesday, September 16, 2014

Updated 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 ACADEMY CHARTER SCHOOL

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

YEARS ENDED JUNE 30, 2014 AND 2013

**KIPP ACADEMY CHARTER SCHOOL
TABLE OF CONTENTS
YEARS ENDED JUNE 30, 2014 AND 2013**

INDEPENDENT AUDITORS' REPORT	1
FINANCIAL STATEMENTS	
STATEMENTS OF FINANCIAL POSITION	3
STATEMENTS OF ACTIVITIES	4
STATEMENTS OF FUNCTIONAL EXPENSES	5
STATEMENTS OF CASH FLOWS	6
NOTES TO FINANCIAL STATEMENTS	7
SUPPLEMENTARY INFORMATION	
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS	14
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS	15
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 <i>GOVERNMENT AUDITING STANDARDS</i>	16
INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133	18
SCHEDULE OF FINDINGS AND QUESTIONED COSTS	20

INDEPENDENT AUDITORS' REPORT

Board of Trustees
KIPP Academy Charter School
Bronx, New York

Report on the Financial Statements

We have audited the accompanying financial statements of KIPP 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 Trustees
KIPP Academy Charter School

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of KIPP 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 Matters

Other Information – Schedule of Expenditures of Federal Awards

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of expenditures of federal awards, as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the financial statements as a whole.

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 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 Academy Charter School's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Plymouth Meeting, Pennsylvania
October 29, 2014

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

	2014	2013
ASSETS		
Cash and Cash Equivalents	\$ 3,796,969	\$ 2,842,316
Grants and Contracts Receivable	1,221,380	178,232
Prepaid Expenses and Other Assets	227,806	126,480
Building Deposit	-	1,500,000
Equipment and Improvements	211,791	173,825
Total Assets	\$ 5,457,946	\$ 4,820,853
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts Payable and Accrued Expenses	\$ 234,310	\$ 147,634
Refundable Advances	1,244	26,527
Due to Related Parties	1,683,019	92,236
Total Liabilities	1,918,573	266,397
NET ASSETS		
Unrestricted	3,528,220	4,537,306
Temporarily Restricted	11,153	17,150
Total Net Assets	3,539,373	4,554,456
Total Liabilities and Net Assets	\$ 5,457,946	\$ 4,820,853

See accompanying Notes to Financial Statements.

**KIPP 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	\$ 14,924,436	\$ -	\$ 14,924,436	\$ 12,425,762	\$ -	\$ 12,425,762
Federal Government Grants and Contracts	881,304	-	881,304	603,236	-	603,236
Non-Federal Grants and Contracts	337,788	-	337,788	161,904	-	161,904
Total Operating Revenue	16,143,528	-	16,143,528	13,190,902	-	13,190,902
OPERATING EXPENSES						
Program Services	17,004,739	-	17,004,739	12,363,678	-	12,363,678
Supporting Services	1,775,533	-	1,775,533	1,325,693	-	1,325,693
Total Expenses	18,780,272	-	18,780,272	13,689,371	-	13,689,371
School Operating Deficit	(2,636,744)	-	(2,636,744)	(498,469)	-	(498,469)
Other Revenue and Expenses						
Contributions and Other Grants	2,627,146	383,767	3,010,913	118,840	244,905	363,745
Interest and Other Income	110,223	-	110,223	131,715	-	131,715
Donated Services	100	-	100	145,958	-	145,958
Special Event Income	425	-	425	13,111	-	13,111
Grant Expense	(1,500,000)	-	(1,500,000)	-	-	-
Total Other Revenue and Expenses, Net	1,237,894	383,767	1,621,661	409,624	244,905	654,529
Net Assets Released from Restrictions	389,764	(389,764)	-	330,591	(330,591)	-
CHANGE IN NET ASSETS	(1,009,086)	(5,997)	(1,015,083)	241,746	(85,686)	156,060
Net Assets - Beginning of Year	4,537,306	17,150	4,554,456	4,295,560	102,836	4,398,396
NET ASSETS - END OF YEAR	\$ 3,528,220	\$ 11,153	\$ 3,539,373	\$ 4,537,306	\$ 17,150	\$ 4,554,456

See accompanying Notes to Financial Statements.

**KIPP 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	\$ 9,699,832	\$ -	\$ 9,699,832	\$ 7,999,103	\$ -	\$ 7,999,103
Payroll Taxes and Employee Benefits	2,889,801	-	2,889,801	2,173,265	-	2,173,265
Technology	567,726	-	567,726	257,285	-	257,285
Field Lessons	195,395	-	195,395	241,937	-	241,937
Supplies	461,080	-	461,080	232,324	-	232,324
Staff Development	145,268	-	145,268	214,169	-	214,169
Professional Fees	552,645	30,855	583,500	201,756	22,168	223,924
Academic Programming	190,926	-	190,926	199,327	-	199,327
Donated Goods and Services	100	-	100	145,958	-	145,958
Telephone and Internet	327,476	-	327,476	136,075	-	136,075
Insurance	184,737	-	184,737	122,606	-	122,606
Equipment and Maintenance	136,046	-	136,046	89,176	-	89,176
Fees	70,047	1,744,678	1,814,725	68,868	1,303,525	1,372,393
Consultants	23,070	-	23,070	66,219	-	66,219
Building Permits	1,284,942	-	1,284,942	50,776	-	50,776
Depreciation and Amortization	64,080	-	64,080	45,210	-	45,210
Student Events	59,409	-	59,409	39,902	-	39,902
Student Transportation	38,579	-	38,579	38,579	-	38,579
Miscellaneous	113,580	-	113,580	36,436	-	36,436
Bad Debt Expense	-	-	-	4,707	-	4,707
Total Program Services	<u>\$ 17,004,739</u>	<u>\$ 1,775,533</u>	<u>\$ 18,780,272</u>	<u>\$ 12,363,678</u>	<u>\$ 1,325,693</u>	<u>\$ 13,689,371</u>

See accompanying Notes to Financial Statements.

**KIPP 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	\$ (1,015,083)	\$ 156,060
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:		
Depreciation and Amortization	64,080	45,210
Assignment of Building Deposit by Grant	1,500,000	-
(Increase) Decrease in Assets:		
Grants and Contracts Receivable	(1,043,148)	(12,894)
Prepaid Expenses and Other Assets	(101,326)	(105,161)
Increase (Decrease) in Liabilities:		
Accounts Payable and Accrued Expenses	86,676	(55,079)
Refundable Advances	(25,283)	(29,672)
Due To Related Parties	1,590,783	(232,802)
Net Cash Provided (Used) by Operating Activities	1,056,699	(234,338)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of Equipment and Improvements	(102,046)	(49,381)
Net Cash Used by Investing Activities	(102,046)	(49,381)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	954,653	(283,719)
Cash and Cash Equivalents - Beginning	2,842,316	3,126,035
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 3,796,969	\$ 2,842,316

See accompanying Notes to Financial Statements.

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

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Operations

KIPP Academy Charter School (the "School") is an education corporation that operates as a charter school in the borough of the Bronx, New York City. On May 4, 2000, the Board of Regents of the City of New York for and on behalf of the State Education Department granted the School a provisional charter valid for a term of five years from the effective date of September 1, 2000 and renewable upon expiration. The charter was renewed and is effective through May 16, 2015.

The School was converted from an existing New York City Department of Education school. The School's mission is to prepare students with the academic and character skills necessary to succeed in high school, college and the competitive world beyond.

In fiscal year 2013, the School operated classes for students in grades kindergarten through three and five through twelve. In fiscal year 2014, the school expanded its classes to include grade four.

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 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 \$3,731 was held.

Governmental Funding

Revenue from the state and local governments resulting from the School's charter status is based on the number of students enrolled. The revenue 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 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 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 assets 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 the 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 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. KIPP Foundation charges a license fee to all of the KIPP Charter Schools. See Note 8 for additional information about the license fee agreement.

KIPP NYC, LLC (“LLC”) is the sole member of KIPP New York, Inc. (“KNYI”). The School received grants from KNYI in the amounts of \$2,400,000 and \$0 for the years ended June 30, 2014 and 2013, respectively. During the year ended June 30, 2014, the School made a grant to assign the building deposit of \$1,500,000 to KNYI in connection with securing the Mott Haven Facility. Amounts due to and from related parties represent short-term timing differences of 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 \$1,744,678 and \$1,303,525 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. There were no transactions between KTC and the School during the year.

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. The related party transactions are further discussed in Note 7.

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 \$97,000. This transaction is netted within in due to related parties on the statement of financial position.

The School, KIPP AMP Academy Charter School, KIPP Infinity Charter School and New York Public Charter School share some common membership on their Board of Directors.

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

NOTE 3 EQUIPMENT AND IMPROVEMENTS

Equipment and Improvements consist of the following:

	2014	2013
Furniture and Fixtures	\$ 56,096	\$ 38,725
Technology	1,439,881	1,321,940
Leasehold Improvements	66,530	117,433
Equipment	241,864	241,864
Total	1,804,371	1,719,962
Less: Accumulated Depreciation and Amortization	(1,592,580)	(1,546,137)
Total Equipment and Improvements	\$ 211,791	\$ 173,825

NOTE 4 RESTRICTIONS ON NET ASSET BALANCES

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

	2014	2013
<u>Purpose Restrictions:</u>		
Athletic Programs	\$ 1,669	\$ 2,998
Arts & Music Programs	4,302	11,228
Academic Programs	5,182	2,924
Total Temporarily Restricted Net Assets	\$ 11,153	\$ 17,150

NOTE 5 PENSION PLAN

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, 2012 plan audit. The amount charged to operations for contributions to this Plan amounted to \$923,709 and \$594,367 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. The employer contributions to this Plan amounted \$63,476 and \$38,343, for the years ended June 30, 2014 and 2013, respectively.

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

NOTE 6 SCHOOL FACILITY

The School occupies three facilities to support its operations. Approximately 25,000 square feet of dedicated and shared space located at 250 East 156th St. in the South Bronx, New York is occupied through an agreement with the New York City Department of Education, which provides the space 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 building costs in the accompanying statement of functional expenses. The school also jointly occupies approximately 132,500 square feet of space at 201 East 144th St in the South Bronx where the joint high school for KIPP Academy Charter School, KIPP AMP Academy Charter School, KIPP Infinity Charter School and KIPP NYC Public Charter Schools resides. The facility was provided to the school at no cost, but the School must provide for continuing maintenance and operating expenses. The expenses are also included in building costs in the accompanying statement of functional expenses. The School also occupies the Mott Haven Facility which is discussed in Note 7.

NOTE 7 REIMBURSEMENT AGREEMENT

During 2011, KIPP New York Inc. (“KNYI”) on behalf of the School, entered into a reimbursement agreement with the New York City School Construction Authority (“NYC SCA”) in connection with the acquisition of a long-term lease to a recently constructed school facility located at the Mott Haven Educational Campus (the "Mott Haven Facility"). KIPP Academy Elementary School currently occupies the Mott Haven Facility and the activity of the school is included in the School’s current year financial statements. The reimbursement agreement specified that NYC DOE will be paid \$18 million in exchange for the execution and delivery of a 99-year lease to the Mott Haven Facility no later than June 30, 2014. Before such obligation is satisfied, the agreement states that certain interim payments will be made to NYC DOE. As of June 30, 2013, the School has made \$1,500,000 of interim payments which is included in building deposits. During fiscal year 2013, KNYI made a \$500,000 interim payment as part of this agreement. This agreement is guaranteed by KNYI.

As part of the deal structure to finance the remaining \$16 million, KIPP Academy formed holding company with the other KIPP NYC Charter Schools called KIPP NYC Facility Holdings, Inc. On December 27, 2013 KIPP NYC Facilities II, LLC (“Facilities II”), a wholly owned subsidiary of KIPP NYC Facility Holdings, executed a 99-year lease agreement with the NYC SCA to serve as tenant in the Mott Haven Facility. As the subtenant of the facility KIPP Academy granted the \$1.5 million building deposit balance to KNYI. KNYI also made a \$500,000 interim payment as part of the agreement and paid all costs incurred by Facilities II to secure financing for the Mott Haven Facility lease.

NOTE 8 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 \$70,047 and \$68,868, respectively.

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

NOTE 9 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.

NOTE 10 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 for such potential claims. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

**KIPP ACADEMY CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2014**

Federal Grantor/ Pass-Through Grantor/ Program Title	Source Code	Federal CFDA Number	Pass- Through Grantor's Number	Grant/ Contract Period	Grant Amount	Accrued or (Deferred) Revenue at 7/1/13	Total Received for the Year	Federal Disbursements/ Expenditures	Accrued or (Deferred) at 6/30/14
<u>U.S. Department of Education:</u>									
Pass-through New York Department of Education:									
Title I Grant - Improving Academic Achievement	I	84.010	0021-134110	9/1/12-8/31/13	\$ 565,518	\$ 102,532	\$ 102,532	\$ -	\$ -
ARRA - Race to the Top	I	84.395	5500-134110	7/1/12-6/30/13	11,360	1,136	1,136	-	-
Title II Grant- Teaching, Principal Training, Recruitment	I	84.367	0147-134110	9/1/12-8/31/13	26,358	4,687	4,687	-	-
Title I Grant - Improving Academic Achievement	I	84.010	0021-144110	9/1/13-8/31/14	669,980	-	583,514	669,980	86,466
ARRA - Race to the Top	I	84.395	5500-144110	7/1/13-6/30/14	22,548	-	19,504	26,005	6,501
Title II Grant- Teaching, Principal Training, Recruitment	I	84.367	0147-144110	9/1/13-8/31/14	26,005	-	20,141	22,548	2,407
Individuals with Disabilities Act	I	84.027	n/a	7/1/13-6/30/14	103,380	-	103,380	103,380	-
Investing in Innovation Grant (i3)	I	84.411	n/a	7/1/13-6/30/14	13,694	-	13,964	13,964	-
Total Federal Expenditures						<u>\$ 108,355</u>	<u>\$ 848,858</u>	<u>\$ 835,877</u>	<u>\$ 95,374</u>

I - Indirect Funding

See accompanying Notes to Schedule of Expenditures of Federal Awards.

KIPP ACADEMY CHARTER SCHOOL
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2014

NOTE A GENERAL INFORMATION

The accompanying Schedule of Expenditures of Federal Awards presents the activities of the federal financial assistance programs of KIPP Academy Charter School (the School). Financial awards received directly from federal agencies, as well as financial assistance passed through other governmental agencies or non-profit organizations, are included in the schedule.

NOTE B BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of the School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

NOTE C RELATIONSHIP TO FINANCIAL STATEMENTS

The Schedule of Expenditures of Federal Awards presents only a selected portion of the activities of the School. It is not intended to, and does not, present either the balance sheet or revenue, expenditures, and changes in net assets. The financial activity for the aforementioned awards is reported in the School's statement of activities.

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 Academy Charter School
Bronx, 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 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 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 Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of KIPP 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 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



CliftonLarsonAllen

CliftonLarsonAllen LLP
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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR FEDERAL PROGRAM, ON INTERNAL CONTROL OVER COMPLIANCE, AND ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS IN ACCORDANCE WITH OMB CIRCULAR A-133

Board of Trustees
KIPP Academy Charter School
Bronx, New York

Report on Compliance for Each Major Federal Program

We have audited KIPP Academy Charter School's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of KIPP Academy Charter School's major federal programs for the year ended June 30, 2014. KIPP Academy Charter School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of KIPP Academy Charter School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about KIPP Academy Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of KIPP Academy Charter School's compliance.

Opinion on Each Major Federal Program

In our opinion, KIPP Academy Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2014.

Report on Internal Control Over Compliance

Management of KIPP Academy Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered KIPP Academy Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of KIPP Academy Charter School's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the result of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP

Plymouth Meeting, Pennsylvania
October 29, 2014

**KIPP ACADEMY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2014**

Section I – Summary of Auditors’ Results

Financial Statements

1. Type of auditors’ report issued: Unmodified
2. Internal control over financial reporting:
 - Material weakness(es) identified? _____ yes X no
 - Significant deficiency(ies) identified that are not considered to be material weakness(es)? _____ yes X none reported
3. Noncompliance material to financial statements noted? _____ yes X no

Federal Awards

1. Internal control over major federal programs:
 - Material weakness(es) identified? _____ yes X no
 - Significant deficiency(ies) identified that are not considered to be material weakness(es)? _____ yes X none reported
2. Type of auditor’s report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133? _____ yes X no

Identification of Major Federal Programs

CFDA Number(s)

84.010

Name of Federal Program or Cluster

U.S. Department of Education, Pass-through New York State Education Department, Title I Grant – Improving Academic Achievement

Dollar threshold used to distinguish between Type A or Type B programs was:

\$ 300,000

Auditee qualified as low-risk auditee pursuant to OMB Circular A-133?

_____ yes X no

**KIPP ACADEMY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2014**

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with Government Auditing Standards.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with Section 510(a) of OMB Circular A-133.

Section IV – Prior Year Findings

Finding No. 2013-001 – Internal Control of Financial Statement Presentation

Criteria:

Management is responsible for adopting accounting policies and establishing and maintaining a system of internal control for the fair presentation of the basic financial statements in accordance with accounting principles generally accepted in the United States of America.

Condition:

Management did not identify and accurately record federal funding which caused a misstatement of the Statement of Expenditures of Federal Awards.

Recommendation:

Management should carefully review policies and procedures in identifying funding sources and award documentation to properly determine if the funds have been properly identified as federal or non-federal funding.

Current Status:

This has been corrected for the year ended June 30, 2014.



CliftonLarsonAllen

CliftonLarsonAllen LLP
CLAconnect.com

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

Appendix E: Disclosure of Financial Interest Form

Created Friday, June 27, 2014

Updated Monday, July 07, 2014

Page 1

320700860820 KIPP ACADEMY 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

320700860820 KIPP ACADEMY 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	09/2000-Present	Audit Committee
2	Rafael Mayer	Treasurer	Yes	Secretary & Treasurer	06/2006-Present	Audit Committee, Development Committee
3	Lisa Blau	Member	Yes	Finance	09/2012-Present	NA
4	Gwendolyn Brunson	Member	Yes	Government/KIPP NYC Parent	01/2014-Present	NA
5	Stephanie Coleman	Member	Yes	Finance	09/2013-Present	NA
6	Philip Mactaggart	Member	Yes	Finance	06/2011-Present	NA
7	Dawn Palo	Member		Finance	01/2012-06/2013	NA
8	Whitney Tilson	Member	Yes	Finance	09/2004-Present	Audit Committee

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

2

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

1

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 Academy 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 Academy'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 Academy 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: 320700860820 KIPP ACADEMY 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
45	42	13

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
42	7	4

Thank you

Appendix J: Uncertified Teachers

Created Friday, July 18, 2014

Page 1

Charter School Name: 320700860820 KIPP ACADEMY 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.

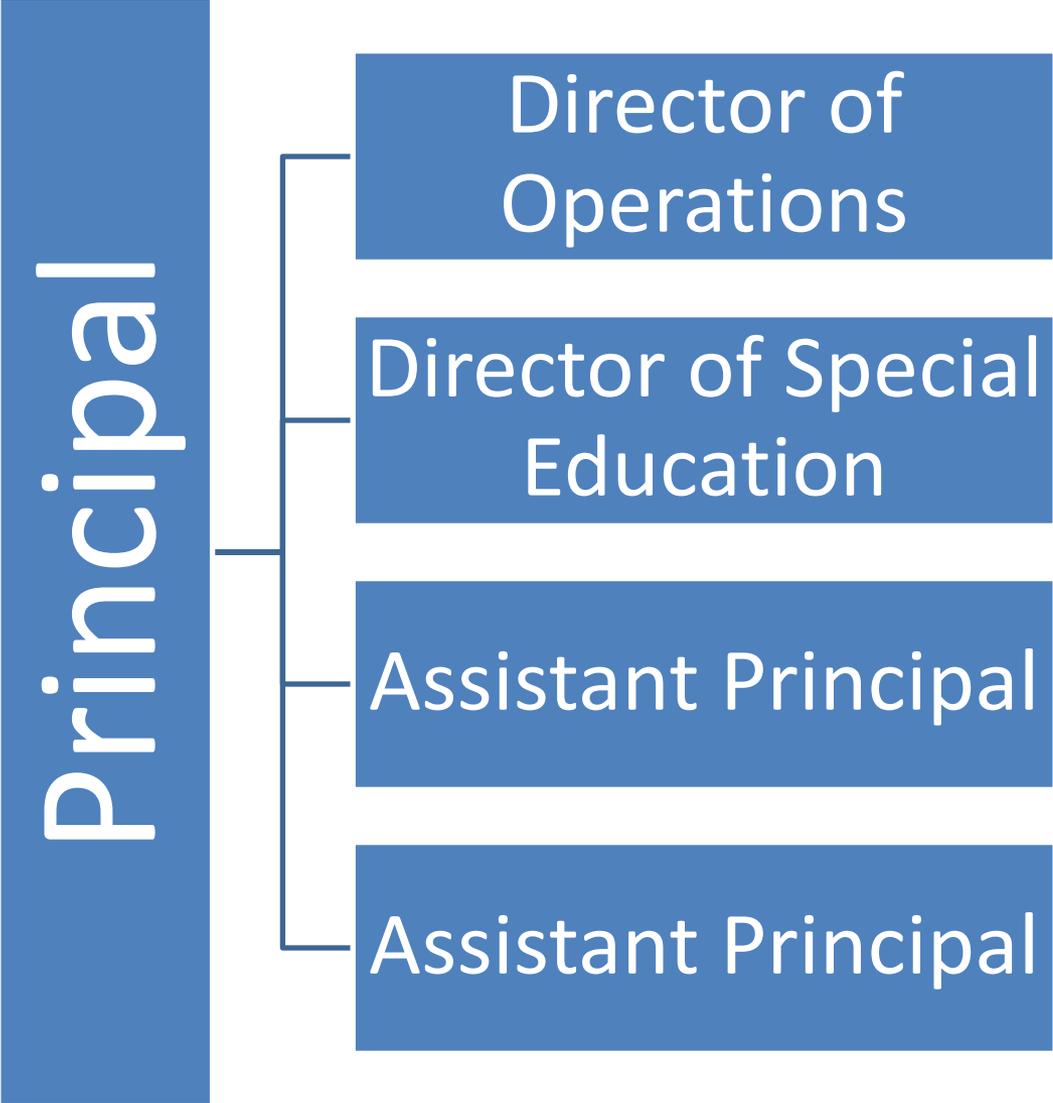
	FTE
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	7
(ii) tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	1
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	10
Total FTE (Sum of all Uncertified Teaching Staff)	18

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

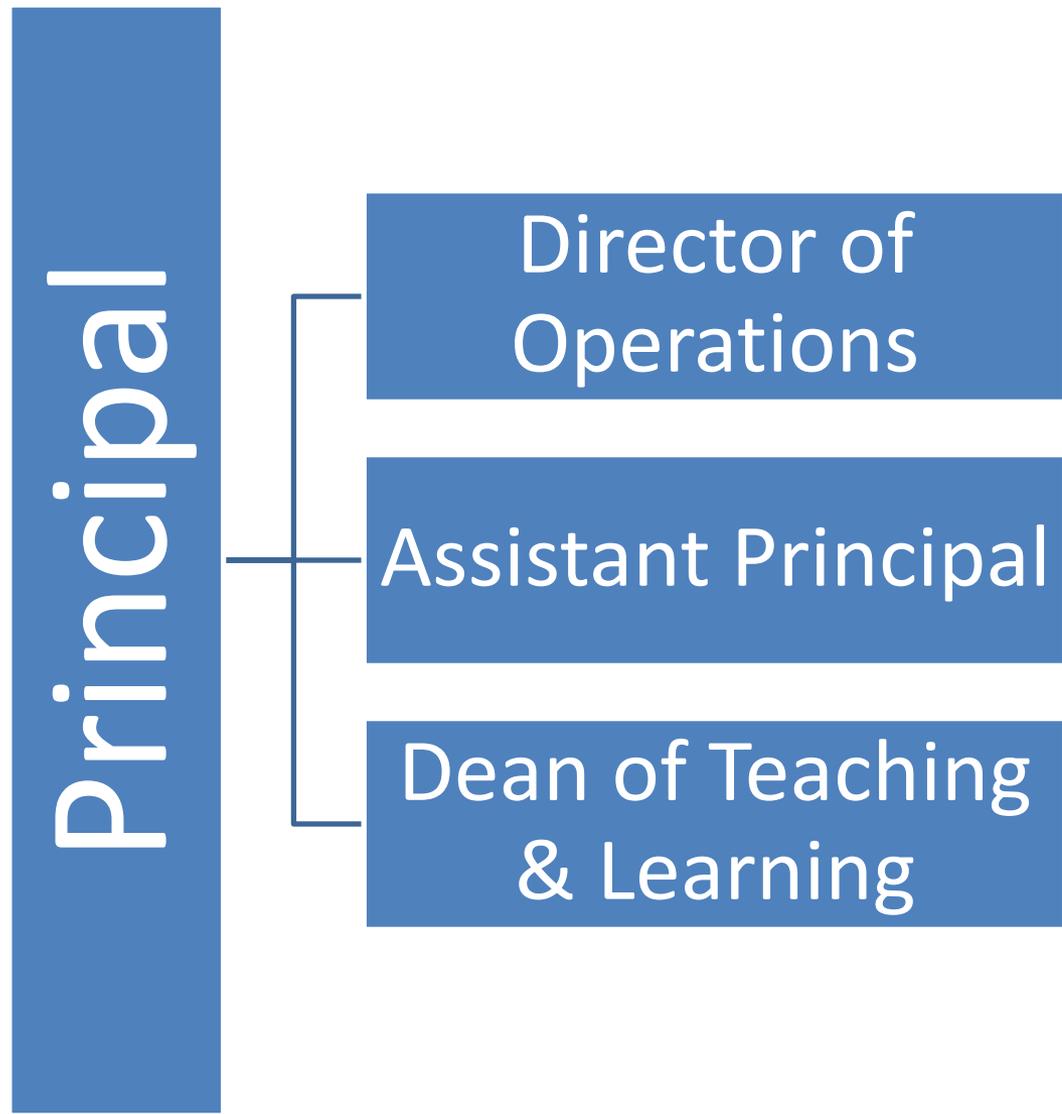
74

Thank you.

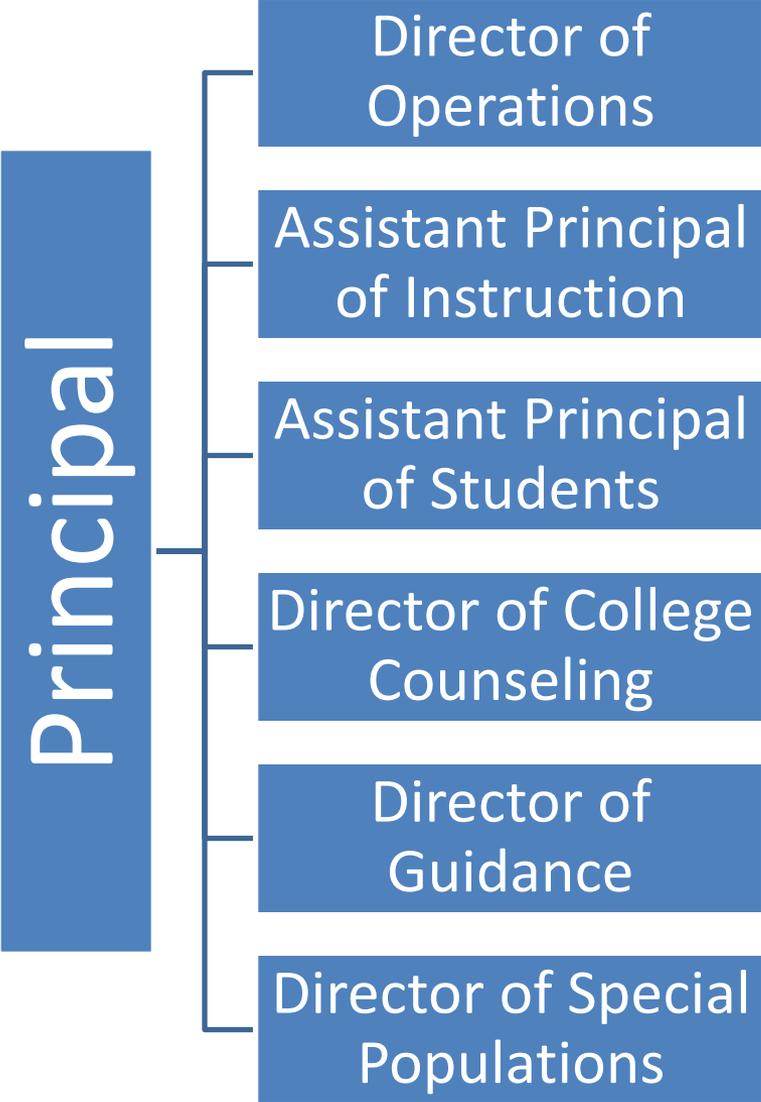
KIPP Academy Elementary Org Chart 2014-15



KIPP Academy Middle 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/8b694>

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 Massey

2. Charter School Name:

KIPP Academy 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

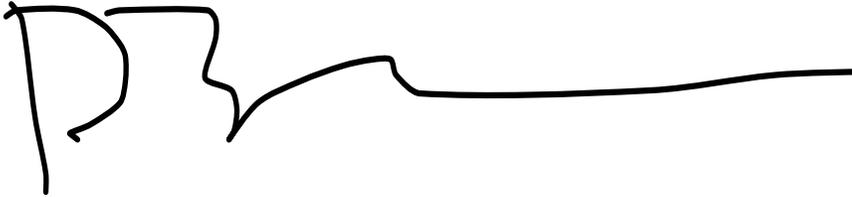
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 'D' followed by a long, horizontal line that tapers 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/cca27>

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 Academy 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

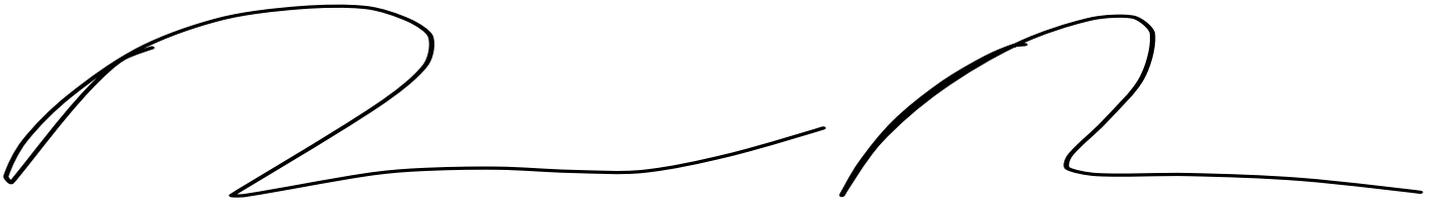
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 large, stylized, overlapping loops followed by a horizontal 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/63821>

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:

Lisa Blau

2. Charter School Name:

KIPP Academy 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 fluid, overlapping strokes that form a stylized, cursive-like shape. The signature is positioned below the text 'Signature of Trustee'.

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/56cd>

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:

Gwendolyn Brunson

2. Charter School Name:

KIPP Academy 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)

-
- Parent Representative
-

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

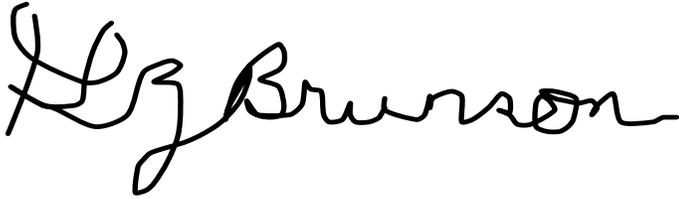
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 that reads "H. J. Brunson". The signature is written in a cursive style with a large, stylized initial "H".

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/e1fa3>

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:

Stephanie Coleman

2. Charter School Name:

KIPP Academy 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

Stephen Olsen

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/940b>

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:

Philip Mactaggart

2. Charter School Name:

KIPP Academy 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

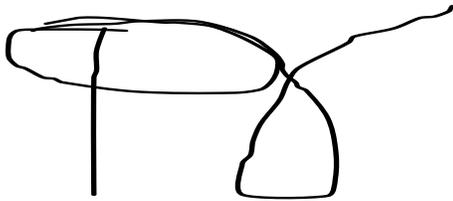
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 a large, stylized letter 'T' followed by a horizontal line that loops back and ends in a small 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/f27af>

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:

Whitney Tilson

2. Charter School Name:

KIPP Academy 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

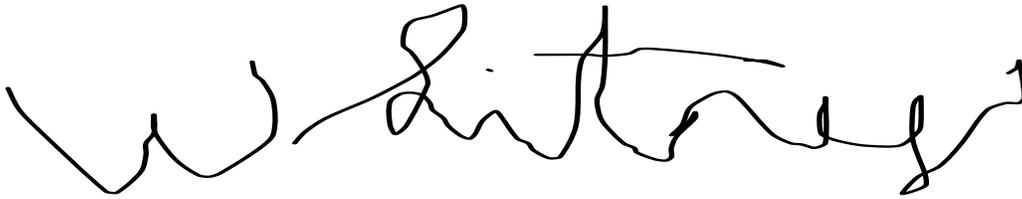
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 "W. S. [unclear]". The signature is written in a cursive style with a large initial "W" and a long horizontal stroke.A handwritten signature in black ink, appearing to read "J. [unclear]". The signature is written in a cursive style with a large initial "J" and a long horizontal stroke.

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

Created Monday, March 23, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/92941>

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:

Jamie Greenthal

2. Charter School Name:

KIPP Academy 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

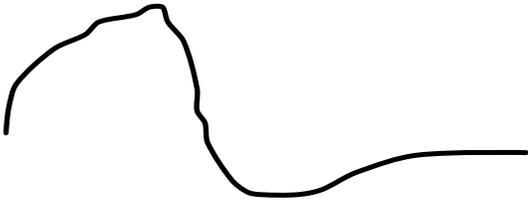
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 a series of connected loops and curves, extending horizontally across the page.