



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/16/2015

Last updated: 07/31/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

KIPP AMP CS (NYC CHANCELLOR) 331700860882

2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 17

4. SCHOOL INFORMATION

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

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

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

5. SCHOOL WEB ADDRESS (URL)

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

6. DATE OF INITIAL CHARTER

2005-03-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2005-07-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

692

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 5, 6, 7, 8, 9, 10, 11, 12
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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)	Jim Manly	212-991-2610		[REDACTED]	
CFO (e.g., network CFO)	Charizma Williams	212-991-2610		[REDACTED]	
Compliance Contact	Alicia Johnson	212-991-2610		[REDACTED]	
Complaint Contact	Alicia Johnson	212-991-2610		[REDACTED]	

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11. FACILITIES

Will the School maintain or operate multiple sites?

	Yes, 3 sites
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12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1224 Park Place Brooklyn, NY 11213	718-943-3710	CSD 17	5-8	Yes	DOE space
Site 2	201 E 144th St, Bronx, NY 10451	212-991-2626	CSD 7	9-12	Yes	Own
Site 3	1224 Park Place Brooklyn, NY 11213	718-943-3710	CSD 17	K-2	Yes	DOE space

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Latasha Williams	718-943-3710		[REDACTED]
Operational Leader	Eric Zirlinger	718-943-3710		[REDACTED]
Compliance Contact	Alicia Johnson	212-991-2610		[REDACTED]
Complaint Contact	Alicia Johnson	212-991-2610		[REDACTED]

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Natalie Webb	212-991-2626		[REDACTED]
Operational Leader	Stephanie Ip	212-991-2626		[REDACTED]
Compliance Contact	Alicia Johnson	212-991-2610		[REDACTED]
Complaint Contact	Alicia Johnson	212-991-2610		[REDACTED]

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Emily Carroll	718-943-3740		[REDACTED]
Operational Leader	Meredith Pozzi	718-943-3740		[REDACTED]
Compliance Contact	Alicia Johnson	212-991-2610		[REDACTED]
Complaint Contact	Alicia Johnson	212-991-2610		[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 Plan to Leave	No		No		Yes
Site 2	No Plan to Leave	No		No		Yes
Site 3	No Plan to Leave	No		No		Yes

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14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

14a. 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 in admissions/enrollment policy	We have updated our long term enrollment model to include our most recent knowledge about student attrition and retention. As well as our knowledge about the 4th to 5th grade conversion and the 8th to 9th grade conversion.	10/27/2014	4/14/2015
2	Change in discipline policy	We have updated our discipline policies to clarify our policy around suspension and in school and out of school alternative instruction during suspension periods. We have also incorporated a policy around removals and the tracking of removals. This will allow schools the flexibility to remove students when needed in a monitored manner, without resorting to suspension. We have also changed the definition of long term suspension to be 10 days or more, in accordance with federal law.	10/27/2014	4/14/2015
3	Change in design or educational program	Updated Classroom and Behavior Management Systems section to reflect current practice, including Love & Logic and Collaborative Problem Solving as resources.	10/27/2014	4/14/2015

4	Change/Termination of CMO Contract	Updated to reflect current agreement	10/27/2014	4/14/2015
5	Other	Updated Fiscal Policies and Procedures to reflect current financial policies and procedures.	10/27/2014	4/14/2015

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

Philip Jones

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).**

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.



Appendix A: Link to the New York State School Report Card

Last updated: 07/17/2015

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Charter School Name:

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/profile.php?instid=800000058839>



Appendix A: Progress Toward Goals

Created: 07/17/2015

Last updated: 10/29/2015

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Charter School Name:

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/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

(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/profile.php?instid=800000058839>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. Appendix A must be fully completed no later than November 1, 2015.

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
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Academic Goal 1	<p>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.</p>	STEP	70% 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	<p>Did Not Achieve With 70% of our K-1 students last year reaching STEP metrics for end of year reading level--we did not meet the identified goal of 75%.</p> <p>One way we have proactively worked to ensure that we get more of our students across K-2 this year on grade level or above in reading is to reshape and structure or guided reading and phonics instruction. This year we are doing 90 minutes of targeted literacy instruction four times a week in our newly structured guided reading groups. Teachers have 8-10 students in their groups and they deliver phonics instruction to the whole group and then students break into two groups --one does a guided reading group and the other group does Lexia online differentiated literacy curriculum. This new structure allows teachers to focus on one level and plan instruction for a group of students in the same range of skills.</p>
Academic Goal 2	<p>For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS math exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's math exam, the school is expected to demonstrate growth comparable to the CSD in the current year (relevant for schools serving grades 3-8).</p>	NYS ELA exam	With 16% of students in the identified cohort scoring at or above proficiency on the 2013-2014 exam, the target score was set at 21%. On the 2014-2015 ELA exam, 23% of the same cohort of students scored at or above proficiency. The target was achieved.	Achieved

Academic Goal 3	<p>For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS math exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's math exam, the school is expected to demonstrate growth comparable to the CSD in the current year (relevant for schools serving grades 3-8).</p>	NYS Mathematics Exam	<p>With 26% of students in the identified cohort scoring at or above proficiency on the 2013-2014 exam, the target score was set at 29%. On the 2014-2015 Math exam, 38% of the same cohort of students scored at or above proficiency. The target was not achieved.</p>	Achieved
Academic Goal 4	<p>Each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State ELA examination (Relevant to schools serving grades 3-8.)</p>	NYS ELA exam	<p>In 2014-2015 the school's performance surpassed that of students in CSD but did not surpass the city thus not achieving the target.</p>	<p>Did Not Achieve</p> <p>In order to achieve this goal, at the Middle School level we will continue to teach our common core curriculum. We have set ambitious goals to improve the proficiency of our students in ELA, and plan to continue the implementation of the following:</p> <ul style="list-style-type: none"> ● SYS44/READ 180 reading intervention ● Use ELA Interim Assessments to set teacher and student goals ● Continued implementation of shared data protocol to ensure that we use data more strategically and effectively ● Expanded guided reading program in grades 5-8 ● Greater independent reading accountability through Accelerated Reader and expanded DEAR time in grades 5-8

Academic Goal 5	Each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State Math examination (Relevant to schools serving grades 3-8.)	NYS Math Exam	In 2014-2015 the school's performance surpassed that of students in CSD and city thus achieving the target.	Achieved
Academic Goal 6	Each year, the percent of students performing at or above Level 3 on the State Science exam in 4th and 8th grade will exceed the average performance of students tested in the same grades of the Community School District in which the school is located and the statewide proficiency average	NYS Science Exam	In 2014-2015, 77% of students in the 8th grade scored above proficiency compared to 61% in the Community School District and 78% statewide.	<p>Did Not Achieve</p> <p>Last year, AMP Middle School students took the Living Environment Regents instead of Earth Science. We were rather ambitious in our efforts however, as it proved that students were not ready for this exam. This year, students will revisit the Earth Science Regents. We also brought Science to 5th and 6th grades to strengthen their core knowledge. Finally, teachers and students receive SMART goals weekly as they push against quarterly goals</p>
Academic Goal 7	Each year, at least 75 percent of students in the high school accountability cohort passing an English Regents exam will have a score of 75 or above by the end of their fourth year. (Relevant to school serving grades 9-12.)	NYS Regents ELA Exam	By the end of the 2014-2015 school year 64% of students in the 2011 accountability cohort passed the Comprehensive English Regents examination.	<p>Did Not Achieve</p> <p>While nearly 100% of our students have hit the 65 mark on the ELA Regents, we failed to break 80% of our kids getting a 75 on this exams. We were very close to this stretch goal and continue to work on our students' writing as a key driver of success in college and also in reaching a 75 or higher on the exam. Our PLCs are focused on writing instruction and are making progress both aligning our English curricula vertically as well as making sure our courses are rigorous and Common Core aligned.</p>

Academic Goal 8	Each year, at least 75 percent of students in the high school accountability cohort passing a math Regents exam will have a score of 75 or above by the end of their fourth year. (Relevant to school serving grades 9-12.)	NYS Regents Math Exam	By the end of the 2014-2015 school year 96% of students in the 2011 accountability cohort passed a Math Regents examination.	Achieved
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2a1. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Measure Used to Evaluate Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	Each year, 75% of students enrolled in grades 9-11 will accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who were continuously enrolled in the school including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYC DOE School Quality Reports.	HS Credit Accumulation	82% of students earned at least 10 credits during the 14-15 school year.	Achieved.
Academic Goal 10	Each year, the percent of students in the high school accountability cohort scoring at or above the college ready benchmark on the Algebra Regents exam will meet or exceed that of the students in the same cohort across New York City.	NYS Regents Algebra Exam	By the end of the 2014-2015 school year, 100% of students in the 2011 cohort scored at least a 65 on the NYS Integrated Algebra Regents examination compared to 65% of New York City students.	Achieved

Academic Goal 11	Each year, the percent of students in the high school accountability cohort scoring at or above the college ready benchmark on the relevant ELA Regents exam will meet or exceed that of students in the same cohort across New York City.	NYS Regents ELA Exam	By the end of the 2014-2015 school year, 100% of students in the 2011 cohort scored at least a 65 on the NYS Comprehensive English Regents examination compared to 75% of New York City students.	Achieved
Academic Goal 12	Each year, 80% of the graduating cohort will have scored at least 75 on a New York State Regents examination in Science (Living Environment, Chemistry, or other).	NYS Regents Science exams	By the end of the 2014-2015 school year, 78% of students in the 2011 cohort scored at least a 75 on a NYS Science Regents examination.	<p>Did Not Achieve</p> <p>We have made incredible progress in science over the past year, by doubling our passing rate with Regents Chemistry and doubling our participation rate in Regents Physics. We also have had nearly 100% of our students pass the Living Environment regents each year. Our goal is based on students reaching a 75 or higher on the exam and we remain close to hitting the 80% mark each year. We believe that the work we are doing is strong and with better communication and planning with our middle school feeders, we should hit the 80% mark or be very close to this each year. This is a stretch goal for our kids and for our school.</p>
Academic Goal 13	Each year, 80% of the graduating cohort will have scored at least 75 on the New York State Regents examinations in History (Global Studies and U.S. History)	NYS Regents History Exams	By the end of the 2014-2015 school year, 65% of students in the 2011 cohort scored at least a 75 on a NYS History Regents examination.	<p>Did Not Achieve</p> <p>History teachers and leaders will focus on improving student writing and reading skills. We found that many of our students struggled with history because they could not access grade level text. History teachers will work closely with ELA teachers to ensure that their lesson objectives are closely aligned. See additional commentary above regarding ELA</p>

Academic Goal 14	Each year, 80% of the graduating cohort will have scored at least 75 on the New York State Regents examinations in Spanish	NYS Regents Spanish Exams	By the end of the 2014-2015 school year, 57% of students in the 2011 cohort scored at least a 75 on a NYS Spanish Regents examination.	Did Not Achieve While nearly 100% of our students pass the Spanish LOTE when taken, we have to work to ensure that more of our students pass three years of foreign language to be able to take the exam. We have put better tracking mechanisms in place to ensure we are helping support student who are falling off of this track. We are confident we can get to at least 75% of our kids taking and passing the LOTE exam with a 75 or higher in the next two years.
Academic Goal 15	*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.			
Academic Goal 16				

2a2. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-15 Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
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Academic Goal 17	Each year, the average performance of students will exceed the citywide average on the SAT tests in Critical Reading and Mathematics. It is expected that the participation rate for this test will be 75% or greater.	SAT	With 83% of students in the 12th grade being tested, the average score in Critical Reading was 411 and in Math was 452. The New York City average in 2015 was 444 in Critical Reading and 466 in Math. KIPP AMP did not exceed the NYC average in either Math or in Critical Reading.	<p>Did Not Achieve</p> <p>While we did not achieve our goal with the 2011 Cohort, we made significant changes to our 11th grade SAT strategy course for our 2011 cohort. 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. 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. In October, we had 98% of our students enrolled in College and Career Readiness take their first mock SAT – based on the new exam. We had our highest mock scores to date and we believe we will meet our goals this year.</p>
Academic Goal 18				

Academic Goal 19	Each year, 50 percent of students in the Graduation Cohort will successfully pass a high school AP exam.	AP exams	9% of the 2011 graduation cohort (class of 2015) passed at least 1 AP exam (pass equates to a score of 3 or higher).	<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. Currently, over 50% of our freshmen are in Honors classes. Over 60% of our upperclassmen are in or have taken an Honors or AP class. Our goal is for 75% of our kids to take an Honors or AP course before they leave high school and we are getting closer to these goals. We have increased the number of AP courses – but adding English Literature and Computer Science this year and we have nearly doubled enrollment in several other courses including AP Spanish Language, AP World History, and AP US History. We believe these changes will lead us to meet our charter goals within the next few years.</p>
Academic Goal 20	Each year, 85 percent of students in the Graduation Cohort will gain admission into a two and/or four year college.	College Admission	100% of students in the graduation cohort were accepted to either a 2 or 4 year college.	Achieved
Academic Goal 21	Each year, 70 percent of students in the Graduation Cohort will enroll in a two and/or four year college.	College Enrollment	91% of students in the graduation cohort were enrolled in either a 2 or 4 year college.	Achieved
Academic Goal 22	Each year, 85 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.	High School Graduation	100% of the 2011 graduation cohort graduated high school in 2015 (their 4th year in the cohort).	Achieved
Academic Goal 23	95% of alumni will earn a high school diploma within 5 years of finishing 8th grade.	High School Graduation	100% of the 2010 graduation cohort graduated high school by 2015 (their 5th year in the cohort).	Achieved

Academic Goal 24	For each year of the next charter term, the school will perform at the 60th percentile or above compared with citywide averages for its 4-year graduation rate and in the 60th percentile or above compared with citywide averages for its 6-year graduation rate.	High School Graduation	100% of the 2011 graduation cohort graduated high school in 2015 (their 4th year in the cohort) exceeding the city 60th percentile of 74%. 95% of the 2009 graduation cohort graduated high school in 2013 (their 6th year in the cohort) exceeding the city 60th percentile of 81%.	Achieved
Academic Goal 25	50% of alumni will earn a bachelor's degree within 6 years of matriculation	College Graduation	The initial KIPP AMP cohort graduating from KIPP College Prep High School at has not been out of High School for 6 years.	N/A
Academic Goal 26	Each year, the school will have an average daily student attendance rate of at least 95 percent.	Daily Attendance	In 2014-15 the average daily attendance rate was 94%.	Did Not Achieve This year, we met with parents at the beginning of the school year to communicate our expectations around attendance. We then implemented fair consequences and incentives based on daily and weekly averages. Every 6 weeks, mandatory parent conferences are required for families with over a certain amount of absences and tardies. We also incentivize and celebrate students every 6 weeks with perfect and or above average attendance. We have seen tremendous improvements already.
Academic Goal 27	Each year, 95 percent of all students enrolled on the last day of the school year will return the following September.	Re-Enrollment	90% of students enrolled on the last day of school returned in September of 2015 (students graduating from 12th grade are not included).	Did Not Achieve To meet our enrollment targets, we are much more involved in the community. In addition to the Principal doing home visits for all prospective 5th graders over the summer, there was much emphasis and effort placed on our enrollment events at AMP for middle school. Our goal is to focus on parental involvement and engage our community through events open to the community and produce successful academic results to attract more families.

Academic Goal 28	Each year, 90 percent of all instructional staff employed during the prior school year will return and/or be asked to return the following school year.	Teacher Retention	In 2014-2015 97% of teachers returned or were asked to return the following school year.	Achieved
Academic Goal 29				
Academic Goal 30				

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2b. ORGANIZATIONAL GOALS

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	At least 80% of students will qualify for Free or Reduced Price Lunch	Free or Reduced Price Lunch	88% of students qualified for Free or Reduced Price Lunch in 2014-15	Achieved
Org Goal 2	The percent of students in the incoming class classified as English Language Learners will be equivalent to or exceed that of the local CSD	English Language Learners	1% of students were classified as ELL in 2014-15 as compared with 9% of the local CSD	Did Not Achieve We are working in a few key ways to ensure that our school population is representative of the surrounding Crown Heights community. One way we are ensuring that we have ELL students is to enlist Spanish speaking parent support at all of our open houses, and informational meetings to ensure that ELL student families feel supported and represented at our school. Another way we are working to ensure we have representative ELL populations in our school is to make sure that our events across the year are translated and we have someone to speak to Spanish speaking families in the office as well as at all of our events.
Org Goal 3	The percent of students in the incoming class who will receive Special Education Services will be equivalent to or exceed that of the local CSD	Special Education Services	19% of students had IEPs in 2014-15 as compared to 16% of the local CSD.	Achieved

Org Goal 4	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 5	Each year, leadership will engage in strategic goal setting aligned to the organization's mission, beliefs, and long-term priorities.	Strategic Goal Setting	Each of the schools engaged in academic goal setting this year	Achieved

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

Yes

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 6	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of parents that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more parents participate in the survey.	NYC DOE Learning Environment Survey	With a 36% response rate, 92% of parents responded either agreed or strongly agreed compared to 90% citywide.	Did Not Achieve Although the percent agree or strongly agree goal was achieved, we are working to increase parent participation rate on the NYC DOE School survey.
Org Goal 7	The average percentage of parents responding agree or strongly agree to statements on the HSR survey will exceed 75% in the majority of survey categories. Categories include attainment, culture and climate, school leadership and organizational systems, school talent, and teaching and learning. Only relevant for ES and MS.	Healthy Schools Survey	The average percentage of parents responding agree or strongly agree exceeded 75% in 4 of the 5 categories for the 2014-2015 Healthy Schools Surveys	Achieved

Org Goal 8	The average percentage of students responding agree or strongly agree to statements on the HSR survey will exceed 60% in the majority of survey categories. Categories include attainment, character, culture and climate, and teaching and learning. Only relevant for grades 3-8.	Healthy Schools Survey	The average percentage of students responding agree or strongly agree exceeded 60% in 2 of the 4 categories for the 2014-2015 Healthy Schools Surveys	Achieved
Org Goal 9	75% of parents will agree or strongly agree with the statement: "I would recommend KIPP to other families"	Healthy Schools Survey	91% of parents agreed or strongly agreed with the statement: "I would recommend KIPP to other families."	Achieved
Org Goal 10	In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of staff that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more staff participate in the survey	NYC DOE Learning Environment Survey	With a 98% response rate, 83% of teachers responded either agreed or strongly agreed compared to 88% citywide.	Did Not Achieve We are working to increase staff satisfaction at our school.
Org Goal 11				
Org Goal 12	75% of staff will agree or strongly agree with the statement "I would recommend KIPP to a friend as a place of employment"	Healthy Schools Survey	73% of staff/teachers agreed or strongly agreed with the statement "I would recommend KIPP to a friend as a great place to work."	Did Not Achieve AMP Middle school has placed emphasis on joy and team. We have created a team of teachers to organize and plan fun and team building events with teachers.
Org Goal 13	The average percentage of teachers responding agree or strongly agree to statements on the HSR survey will exceed 60% in the majority of survey categories. Categories include culture and climate, school leadership and organizational systems, school talent, and teaching and learning. Only relevant for ES and MS.	Healthy Schools Survey	The average percentage of teachers responding agree or strongly agree exceeded 60% in 3 of the 4 categories for the 2014-2015 Healthy Schools Surveys	Achieved

Org Goal 14	75% of students in grades 3 and above will agree or strongly agree with the statement "I would recommend KIPP to my family/friends"	Healthy Schools Survey	48% of students agreed or strongly agreed with the statement "I would recommend KIPP to my family/friends."	Did Not Achieve AMP Middle has placed more emphasis on student joy and culture. We are incentivizing and giving students more opportunities to engage with their peers in a fun way during school hours. For example, our first Middle School Student Talent Show will be held this Winter.
Org Goal 15	In each year of the charter term, students will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of students that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more students participate in the survey. (For grades 6-12 only.)	NYC DOE Learning Environment Survey	With a 76% response rate, 80% of students responded either agreed or strongly agreed compared to 82% citywide.	Did Not Achieve While we just barely missed the goal, we are working to increase student satisfaction at our school.

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Financial Goal 1	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	The annual audit resulted in an unmodified opinion with no major findings.	Achieved
Financial Goal 2	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Budget	The school has maintained a budget consistent with it's financial goals.	Achieved
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/27/2015

Page 1

Charter School Name:

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 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	14146716
Line 2: Year End Per Pupil Count	841
Line 3: Divide Line 1 by Line 2	16818

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 2014-15 Schedule of Functional Expenses) and divide by the year end 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 20 of the 2014-15 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 2014-15 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 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	380026
Line 2: Management and General Cost (Column)	1533660
Line 3: Sum of Line 1 and Line 2	1913686
Line 4: Year End Per Pupil Count	841
Line 5: Divide Line 3 by the Year End Per Pupil Count	2275

Thank you.

KIPP AMP ACADEMY CHARTER SCHOOL

FINANCIAL STATEMENTS

YEARS ENDED JUNE 30, 2015 AND 2014

**KIPP AMP ACADEMY CHARTER SCHOOL
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INDEPENDENT AUDITORS' REPORT

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

Report on the Financial Statements

We have audited the accompanying financial statements of KIPP AMP Academy Charter School (a nonprofit organization), which comprise the statements of financial position as of June 30, 2015 and 2014, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Board of Directors
KIPP AMP Academy Charter School

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of KIPP AMP Academy Charter School as of June 30, 2015 and 2014, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2015 on our consideration of KIPP AMP Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the result of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering KIPP AMP Academy Charter School's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Plymouth Meeting, Pennsylvania
October 26, 2015

**KIPP AMP ACADEMY CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2015 AND 2014**

	2015	2014
ASSETS		
Cash and Cash Equivalents	\$ 2,765,429	\$ 2,108,080
Grants and Contracts Receivable	199,994	153,150
Due from Related Parties	-	-
Prepaid Expenses and Other Assets	487,340	127,648
Equipment and Improvements	957,079	546,176
Total Assets	\$ 4,409,842	\$ 2,935,054
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts Payable and Accrued Expenses	\$ 159,459	\$ 199,416
Due to Related Parties	2,381,244	162,690
Refundable Advances	-	-
Capital Lease Obligations	-	-
Total Liabilities	2,540,703	362,106
NET ASSETS		
Unrestricted	1,862,713	2,562,028
Temporarily Restricted	6,426	10,920
Total Net Assets	1,869,139	2,572,948
Total Liabilities and Net Assets	\$ 4,409,842	\$ 2,935,054

See accompanying Notes to Financial Statements.

**KIPP AMP ACADEMY CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2015 AND 2014**

	2015			2014		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
OPERATING REVENUE						
State and Local Per Pupil Operating Revenue	\$ 12,778,122	\$ -	\$ 12,778,122	\$ 8,372,029	\$ -	\$ 8,372,029
Government Grants and Contracts	902,581	-	902,581	539,305	-	539,305
Total Operating Revenue	<u>13,680,703</u>	-	<u>13,680,703</u>	<u>8,911,334</u>	-	<u>8,911,334</u>
OPERATING EXPENSES						
Program Services	13,286,104	-	13,286,104	8,200,021	-	8,200,021
Supporting Services	1,513,559	-	1,513,559	970,954	-	970,954
Total Expenses	<u>14,799,663</u>	-	<u>14,799,663</u>	<u>9,170,975</u>	-	<u>9,170,975</u>
School Operating Deficit	(1,118,960)	-	(1,118,960)	(259,641)	-	(259,641)
Other Revenue:						
Contributions and Other Grants	113,068	170,064	283,132	221,413	50,414	271,827
Interest and Other Income	131,406	-	131,406	42,782	-	42,782
Donated Services	613	-	613	-	-	-
Total Other Revenue	<u>245,087</u>	<u>170,064</u>	<u>415,151</u>	<u>264,195</u>	<u>50,414</u>	<u>314,609</u>
Net Assets Released from Restrictions	<u>174,558</u>	<u>(174,558)</u>	<u>-</u>	<u>326,894</u>	<u>(326,894)</u>	<u>-</u>
CHANGE IN NET ASSETS	(699,315)	(4,494)	(703,809)	331,448	(276,480)	54,968
Net Assets - Beginning of Year	<u>2,562,028</u>	<u>10,920</u>	<u>2,572,948</u>	<u>2,230,580</u>	<u>287,400</u>	<u>2,517,980</u>
NET ASSETS - END OF YEAR	<u>\$ 1,862,713</u>	<u>\$ 6,426</u>	<u>\$ 1,869,139</u>	<u>\$ 2,562,028</u>	<u>\$ 10,920</u>	<u>\$ 2,572,948</u>

See accompanying Notes to Financial Statements.

**KIPP AMP ACADEMY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2015**

	2015				
	Program Services			Supporting Services	Total Expenses
	Regular Education	Special Education	Total	Management & General	
Employee Wages- Instructional	\$ 4,299,403	\$ 1,309,038	\$ 5,608,441	\$ -	\$ 5,608,441
Employee Wages- Non Instructional	2,893,362	160,899	3,054,261	-	3,054,261
Payroll Taxes & Employee Benefits	1,727,809	-	1,727,809	-	1,727,809
Licensing & Management Fee	69,156	-	69,156	1,513,559	1,582,715
Litigation & Legal Services Fees	3,574	-	3,574	-	3,574
Accounting & Audit Services Fees	19,561	-	19,561	-	19,561
Other Professional Fees	477,321	17,556	494,877	-	494,877
Consultant Fees	38,624	-	38,624	-	38,624
Grants to Related Entities	1,831	-	1,831	-	1,831
Academic Programming	235,421	6,278	241,699	-	241,699
Field Lessons	125,434	-	125,434	-	125,434
Professional Development	193,466	-	193,466	-	193,466
Equipment & Maintenance	159,886	-	159,886	-	159,886
Student Transportation & Other Services	52,310	-	52,310	-	52,310
Supplies & Materials	414,196	-	414,196	-	414,196
Technology Equipment & Materials	326,161	-	326,161	-	326,161
Events	46,372	-	46,372	-	46,372
Printing & Publications	23,495	-	23,495	-	23,495
Occupancy	216,442	-	216,442	-	216,442
Telephone & Internet	193,902	-	193,902	-	193,902
Insurance	145,911	-	145,911	-	145,911
Memberships & Subscriptions	19,067	-	19,067	-	19,067
Postage & Shipping	5,643	-	5,643	-	5,643
Bank and Other Fees	5	-	5	-	5
Candidate Recruiting	4,633	-	4,633	-	4,633
Miscellaneous	(28,924)	-	(28,924)	-	(28,924)
Donated Materials & Services	613	-	613	-	613
Depreciation & Amortization	126,947	-	126,947	-	126,947
Uncollectible Receivables	713	-	713	-	713
Total Functional Expenses	\$ 11,792,333	\$ 1,493,771	\$ 13,286,104	\$ 1,513,559	\$ 14,799,663

See accompanying Notes to Financial Statements.

**KIPP AMP ACADEMY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2014**

	2014		
	Program	Supporting	Total
	Services	Services	
	School	Management	
Operations	& General	Expenses	
Salaries	\$ 5,181,238	\$ -	\$ 5,181,238
Payroll Taxes & Employee Benefits	1,059,030	-	1,059,030
Technology Equipment & Materials	314,214	-	314,214
Field Lessons	138,152	-	138,152
Professional Fees	227,190	20,083	247,273
Academic Programming	111,888	-	111,888
Professional Development	106,230	-	106,230
Supplies & Materials	246,610	-	246,610
Depreciation & Amortization	109,728	-	109,728
Equipment and Building	97,055	-	97,055
Fees and Other	139,087	950,871	1,089,958
Contracted Services - Other	80,218	-	80,218
Telephone & Internet	134,458	-	134,458
Insurance	80,696	-	80,696
Events	30,289	-	30,289
Occupancy	143,938	-	143,938
	<u>\$ 8,200,021</u>	<u>\$ 970,954</u>	<u>\$ 9,170,975</u>
Total Functional Expenses	<u>\$ 8,200,021</u>	<u>\$ 970,954</u>	<u>\$ 9,170,975</u>

See accompanying Notes to Financial Statements.

**KIPP AMP ACADEMY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2015 AND 2014**

	<u>2015</u>	<u>2014</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from Local, State and Federal Sources	\$ 13,274,167	\$ 8,848,540
Receipts from Others	415,151	1,083,097
Payments to Suppliers and Vendors	(3,716,666)	(2,566,657)
Payments to Employees	<u>(8,662,702)</u>	<u>(6,240,268)</u>
Net Cash Provided by Operating Activities	1,309,950	1,124,712
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Acquisition of Capital Assets	<u>(652,602)</u>	<u>(517,571)</u>
Net Cash Used by Capital and Related Financing Activities	<u>(652,602)</u>	<u>(517,571)</u>
NET INCREASE IN CASH AND CASH EQUIVALENTS	657,349	607,141
Cash and Cash Equivalents - Beginning	<u>2,108,080</u>	<u>1,500,939</u>
CASH AND CASH EQUIVALENTS - END OF YEAR	<u>\$ 2,765,429</u>	<u>\$ 2,108,080</u>
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Change in Net Assets	\$ (703,809)	\$ 54,968
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:		
Depreciation and Amortization	241,699	109,728
Change in Assets and Liabilities		
Increase in Grants and Contracts Receivable	(46,844)	(62,794)
Increase in Prepaid Expenses and Other Assets	(359,692)	(29,109)
Decrease in Due from Related Parties	-	768,488
Increase (Decrease) in Accounts Payable and Accrued Expenses	(39,957)	63,594
Increase in Due to Related Parties	2,218,554	223,301
Decrease in Refundable Advances	<u>-</u>	<u>(3,464)</u>
Net Cash Provided by Operating Activities	<u>1,309,950</u>	<u>1,124,712</u>

See accompanying Notes to Financial Statements.

KIPP AMP ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Operations

KIPP AMP Academy Charter School (the "School") is an education corporation that operates in the borough of Brooklyn and county of Kings, New York. On March 15, 2005, the Board of Regents of the University of the State of New York granted the School a provisional charter valid for a term of five years and renewable upon expiration. The provisional charter was renewed on March 17, 2015 and is effective through June 30, 2018.

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

In fiscal year 2014, the School operated classes for students in grades kindergarten and five through twelve. In fiscal year 2015, the School added first grade.

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

Financial Statement Presentation

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

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

Use of Estimates

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

**KIPP AMP ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014**

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, 2015 no allowance was warranted. As of June 30, 2014 an allowance of \$1,585 was warranted.

Governmental Funding

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

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

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

Contributions

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

Donated Goods and Services

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

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

**KIPP AMP ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Equipment, Improvements, Depreciation and Amortization

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

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.

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 26, 2015, the date the financial statements were available to be issued.

**KIPP AMP ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014**

NOTE 2 RELATED PARTY TRANSACTIONS

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

KIPP NYC, LLC (“LLC”) is the sole member of KIPP New York, Inc. (“KNYI”). The School did not receive grants from KNYI for the years ended June 30, 2015 and 2014, respectively. Amounts due to and from related parties represent short-term timing differences of grants received and expenses incurred on behalf of the School that have not been paid or received as of the financial statement date.

LLC is considered a related party due to the usage of the LLC shared services team who handles the back-office functions for the School. In July 2009, the School entered into a shared services fee agreement with LLC for the back-office functions. The management fee is 11% of the revenue as defined in the shared services agreement. The School incurred a management fee to LLC in the amount of \$1,513,559 and \$950,871 for the years ended June 30, 2015 and 2014, 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, college scholars and career preparation.

KIPP NYC Facilities II LLC (“Facilities”) is a single member limited liability company with KIPP NYC Facility Holdings, Inc. as its sole member. KIPP NYC Facility Holdings Inc. is a Delaware non-stock charitable membership corporation with a mission of securing long-term facilities for KIPP charter schools operating in New York City. KIPP NY Inc., KIPP Academy, KIPP AMP, KIPP Infinity, and KIPP NYC Public Charter Schools are members of KIPP NYC Facility Holdings Inc. There were no transactions between Facilities and the School during the years ended June 30, 2015 and 2014, respectively.

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

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

KIPP AMP ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 3 EQUIPMENT AND IMPROVEMENTS

Equipment and Improvements consist of the following:

	<u>2015</u>	<u>2014</u>
Furniture and Fixtures	\$ 75,247	\$ 55,226
Leasehold Improvements	965,598	491,437
Technology	510,327	467,421
Equipment	56,164	56,164
Total	<u>1,607,336</u>	<u>1,070,248</u>
Less: Accumulated Depreciation and Amortization	<u>(650,257)</u>	<u>(524,072)</u>
Total Equipment	<u><u>\$ 957,079</u></u>	<u><u>\$ 546,176</u></u>

NOTE 4 RESTRICTIONS ON NET ASSET BALANCES

Temporarily restricted net assets at June 30, 2015 and 2014 were available for the following purposes:

	<u>2015</u>	<u>2014</u>
Academic Programs	\$ 1,865	\$ 5,080
Arts & Music Programs	1,065	800
Athletic Programs	3,496	5,040
	<u>\$ 6,426</u>	<u>\$ 10,920</u>

NOTE 5 PENSION

The School contributes to the Teachers Retirement System of the City of New York, a multiemployer defined benefit pension plan (the "Plan"), on behalf of the teachers. The Plan provides New York City educators with retirement, disability, and death benefit services. The School's participation in the plan constitutes less than 1% of total plan contributions. The funded status of the Plan was 57.7% at June 30, 2013, the date of the most recent actuarial calculation as indicated in the June 30, 2014 plan audit. The amount charged to operations for contributions to this Plan amounted to \$110,707 and \$167,864 for the years ended June 30, 2015 and 2014, respectively.

The School is part of the KIPP NYC 403(b) Retirement Plan, a multiemployer defined contribution plan, under Section 403(b) of the Internal Revenue Code which employees of the School can elect to contribute. Employees, whom option for this plan, can contribute up to the level set by the IRS. The Employer match is a discretionary contribution. Employees who are eligible for the Teachers Retirement System of the City of New York are not eligible for the Company contribution. The employer contributions to this Plan amounted \$134,283 and \$52,291, for the years ended June 30, 2015 and 2014, respectively.

**KIPP AMP ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014**

NOTE 6 SCHOOL FACILITY

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

NOTE 7 TRADEMARK LICENSE AGREEMENT

The School has entered into a trademark license agreement with KIPP Foundation subject to a license fee of 1% per pupil operating revenue not to exceed \$30,000 per elementary school, middle school or high school. For the years ended June 30, 2015 and 2014, the School incurred licensing fees amounting to \$69,156 and \$33,861, respectively.

NOTE 8 OPERATING EXPENSES

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

The significant activities are:

Program Services – Regular Education and Special Education

Represents work (time and materials) that is specifically related to or necessary for the programming aspects of the School under the regular education and special education areas. The activities and related costs directly affecting students or parents fall under these program areas. Starting in Fiscal Year 2015, the program services were required to be broken out between the regular education and special education programs.

The significant supporting services are:

Management and General

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

Fundraising

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

KIPP AMP ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 9 CONTINGENCY

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

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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of KIPP AMP Academy Charter School, which comprise the statement of financial position as of June 30, 2015, 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 26, 2015.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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



CliftonLarsonAllen LLP

Plymouth Meeting, Pennsylvania
October 26, 2015

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, 2015, 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 26, 2015.

Current Year Comments:

Completeness of SEFA Schedule (All Schools)

During the review of the original Schedule of Federal Awards (SEFA) schedule, year-end trial balance and grant agreement, it was identified that the food service program income should be federal funding and should be included on the SEFA schedule. We recommend management continue to review grant and award agreements to identify funding sources and determine the funds have been properly identified as federal or non-federal funding.

Management's Response:

We will review our process for communicating internally when we receive new federal funding and make the necessary changes to ensure federal funds are classified properly.

Shared Services Agreement (All schools)

During our review of the Shared Services agreements between KIPP NYC LLC and the KIPP NYC Charter Schools (schools), we observed the current agreements states a 10% service fee percentage being charged to the schools based on the net state and federal government revenue received. We were provided an approved Board resolution from the June 2013 minutes stating the fee increasing to 11%. We noted there were no amended signed agreements highlighting the change of the service fee percentage. Related party activity between the schools involves potential risk and skepticism from outside parties. As a best practice, the schools should have current signed documents and agreements to support the transactions between the schools. We recommend management and the Board of directors prepare and sign an updated Shared Services agreement to properly coincide with the change in the service fee percentage.

Management's response:

We agree that the board vote to change the service fee should have been further documented with an updated agreement signed by all parties. We will obtain signed copies of the current operating agreement between KIPP NYC LLC and the KIPP NYC Charter Schools by the November 2015 board meeting.

Employee Personnel File Documentation (KIPP Academy, Infinity and Public Charter School)

During our review of employee personnel files, it was observed that some of the employee’s I-9 forms and verification documents were missing (I-9s – 1 missing for Academy and 2 missing for Public Charter School. Verification documents - 2 missing for Infinity and 1 missing for Public Charter School). In addition, there was 1 fingerprint form missing for Infinity. These are required forms to verify employment for the school employees and working with students. We recommend that the School ensure the required forms and documents are provided at the time of employment.

Management’s Response:

KIPP NYC currently requires that new employees complete all required forms and documents to provide proof of eligibility for employment. We will review our current practices to identify the cause of missing documentation in employee files and make the necessary changes to correct the problem. We will also seek updated information for employees who are currently missing the proper documentation.

Student Reporting (Infinity)

We noted one files did not include proof of residency/address verification and existence documents that should be included in the student’s file. This was a student who left during the school year and the documentation was not received while the student was enrolled. We recommend that the School systematically review the student files to make sure the required documentation is included.

Management’s Response:

Student proof of residency/address verification is a required part of each student’s enrollment file and is collected at the very beginning of the enrollment process. As part of our operational systems review this Fall, we will perform a special enrollment review at Infinity. We will do our own internal review of their current student files. We will provide process improvement recommendations to ensure all future enrollment paperwork is collected and appropriately maintained.

Prior 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.

Current year update:

No issues were noted during the review of journal entries and other audit procedures completed during FY15. This item has been resolved for the current year.

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 were two adjustments (1 PBC entry and 1 audit journal entry) recorded after the initial trial balance was provided which is a significant improvement based on the prior years. This item has been resolved for the current year.

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:

There have been significant improvements in the documentation and use of the credit cards. There were no exceptions of missing documentation or approvals during the credit testing for the current year. This item has been resolved for the current year.

Information Technology Review:

As part of our fiscal year 2014 audit, we issued an Information Technology Review report. The objective of this review was to evaluate the computer processing environments and general controls that help ensure the reliability of the financial systems that support business objectives during the current reporting period.

Current year update:

We updated our review for fiscal year 2015, focusing on any areas where deficiencies were noted, or where information technology best practices or standards have substantially changed since the review was initially performed. As a result of our updated review, we noted that management had corrected internal control deficiencies related to information technology which were brought to the attention of those charged with governance in conjunction with the fiscal year 2014 audit. We have provided recommendations to management which would further strengthen internal controls related to information technology.

* * * * *

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.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

Plymouth Meeting, Pennsylvania
October 26, 2015

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2015-16 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

KIPP AMP Academy Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	12,553,740	1,634,147	-	-	-	14,187,887	
Total Expenses	10,906,424	1,669,153	-	-	1,573,990	14,149,567	
Net Income	1,647,316	(35,006)	-	-	(1,573,990)	38,321	
Actual Student Enrollment	821	157				-	
Total Paid Student Enrollment	813	155				968	Assumes paid enrollment that is 1% less than actual enrollment.
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
New York City	\$13,877.00						
School District 2 (Enter Name)							
School District 3 (Enter Name)							
School District 4 (Enter Name)							
School District 5 (Enter Name)							
	11,279,087	-	-	-	-	11,279,087	
Special Education Revenue		1,509,755	-	-	-	1,509,755	
Grants							
Stimulus							
Other							
Other State Revenue							
TOTAL REVENUE FROM STATE SOURCES	11,279,087	1,509,755	-	-	-	12,788,842	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		124,392	-	-	-	124,392	
Title I	492,600	-	-	-	-	492,600	
Title Funding - Other							
School Food Service (Free Lunch)							
Grants							
Charter School Program (CSP) Planning & Implementation	186,200	-	-	-	-	186,200	
Other							
Other Federal Revenue							
TOTAL REVENUE FROM FEDERAL SOURCES	678,800	124,392	-	-	-	803,192	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising	4,038	-	-	-	-	4,038	
Erate Reimbursement	275,002	-	-	-	-	275,002	
Interest Income, Earnings on Investments,							
NYC-DYCD (Department of Youth and Community Developmt.)	273,000	-	-	-	-	273,000	
Food Service (Income from meals)	4,038	-	-	-	-	4,038	
Text Book							
Other Local Revenue	39,775	-	-	-	-	39,775	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	595,853	-	-	-	-	595,853	
TOTAL REVENUE	12,553,740	1,634,147	-	-	-	14,187,887	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.06	151,723	-	-	-	151,723	see "Staff List" tab; fractional staff are shared across multiple charters
Instructional Management	4.13	512,960	-	-	-	512,960	see "Staff List" tab; fractional staff are shared across multiple charters
Deans, Directors & Coordinators	8.42	830,578	-	-	-	830,578	see "Staff List" tab; fractional staff are shared across multiple charters
CFO / Director of Finance	-	-	-	-	-	-	see "Staff List" tab; fractional staff are shared across multiple charters
Operation / Business Manager	2.16	208,228	-	-	-	208,228	see "Staff List" tab; fractional staff are shared across multiple charters
Administrative Staff	4.13	233,060	-	-	-	233,060	see "Staff List" tab; fractional staff are shared across multiple charters
TOTAL ADMINISTRATIVE STAFF	19.90	1,936,549	-	-	-	1,936,549	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	47.88	3,486,673	-	-	-	3,486,673	see "Staff List" tab; fractional staff are shared across multiple charters
Teachers - SPED	16.58	-	1,250,741	-	-	1,250,741	see "Staff List" tab; fractional staff are shared across multiple charters
Substitute Teachers	-	-	-	-	-	-	see "Staff List" tab; fractional staff are shared across multiple charters
Teaching Assistants	-	-	-	-	-	-	see "Staff List" tab; fractional staff are shared across multiple charters
Specialty Teachers	6.62	491,652	-	-	-	491,652	see "Staff List" tab; fractional staff are shared across multiple charters
Aides	-	-	-	-	-	-	see "Staff List" tab; fractional staff are shared across multiple charters

KIPP AMP Academy Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	12,553,740	1,634,147	-	-	-	14,187,887	
Total Expenses	10,906,424	1,669,153	-	-	1,573,990	14,149,567	
Net Income	1,647,316	(35,006)	-	-	(1,573,990)	38,321	
Actual Student Enrollment	821	157				-	
Total Paid Student Enrollment	813	155				968	Assumes paid enrollment that is 1% less than actual enrollment.
PROGRAM SERVICES							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Therapists & Counselors	7.97	532,760	109,164	-	-	641,923	see "Staff List" tab; fractional staff are shared across multiple charters
Other Instructional	-	221,105	-	-	-	221,105	Includes Part-time staff in dollar total but not headcount total
TOTAL INSTRUCTIONAL	79.06	4,732,189	1,359,904	-	-	6,092,093	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	see "Staff List" tab; fractional staff are shared across multiple charters
Librarian	-	-	-	-	-	-	see "Staff List" tab; fractional staff are shared across multiple charters
Custodian	-	-	-	-	-	-	see "Staff List" tab; fractional staff are shared across multiple charters
Security	-	-	-	-	-	-	see "Staff List" tab; fractional staff are shared across multiple charters
Other	2.58	211,793	-	-	-	211,793	Includes Part-time staff in dollar total but not headcount total
TOTAL NON-INSTRUCTIONAL	2.58	211,793	-	-	-	211,793	
SUBTOTAL PERSONNEL SERVICE COSTS	101.54	6,880,531	1,359,904	-	-	8,240,436	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	542,385	107,200	-	-	649,585	
Fringe / Employee Benefits	-	733,100	144,894	-	-	877,994	
Retirement / Pension	-	217,767	43,041	-	-	260,808	
TOTAL PAYROLL TAXES AND BENEFITS	-	1,493,253	295,134	-	-	1,788,387	
TOTAL PERSONNEL SERVICE COSTS	-	8,373,784	1,655,039	-	-	10,028,823	
CONTRACTED SERVICES							
Accounting / Audit	-	17,677	-	-	-	17,677	
Legal	-	-	-	-	-	-	
Management Company Fee	-	-	-	-	1,573,990	1,573,990	by CMO.
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	19,170	-	-	-	19,170	
Special Ed Services	-	-	8,076	-	-	8,076	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	279,637	-	-	-	279,637	
TOTAL CONTRACTED SERVICES	-	316,484	8,076	-	1,573,990	1,898,550	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	22,550	-	-	-	22,550	
Special Ed Supplies & Materials	-	-	-	-	-	-	
Textbooks / Workbooks	-	254,825	6,038	-	-	260,863	
Supplies & Materials other	-	112,744	-	-	-	112,744	
Equipment / Furniture	-	81,248	-	-	-	81,248	
Telephone	-	109,316	-	-	-	109,316	
Technology	-	586,998	-	-	-	586,998	
Student Testing & Assessment	-	24,119	-	-	-	24,119	
Field Trips	-	65,228	-	-	-	65,228	
Transportation (student)	-	36,052	-	-	-	36,052	
Student Services - other	-	68,991	-	-	-	68,991	
Office Expense	-	101,549	-	-	-	101,549	
Staff Development	-	79,134	-	-	-	79,134	
Staff Recruitment	-	404	-	-	-	404	
Student Recruitment / Marketing	-	23,000	-	-	-	23,000	
School Meals / Lunch	-	36,752	-	-	-	36,752	
Travel (Staff)	-	600	-	-	-	600	
Fundraising	-	-	-	-	-	-	
Other	-	38,893	-	-	-	38,893	
TOTAL SCHOOL OPERATIONS	-	1,642,403	6,038	-	-	1,648,442	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	124,147	-	-	-	124,147	

KIPP AMP Academy Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions	
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable	
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.								
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Actual Student Enrollment	821	157				-		
Total Paid Student Enrollment	813	155				968	Assumes paid enrollment that is 1% less than actual enrollment.	
PROGRAM SERVICES				SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
Janitorial	28,954	-	-	-	-	28,954		
Building and Land Rent / Lease	18,901	-	-	-	-	18,901	Extended use permits	
Repairs & Maintenance	17,423	-	-	-	-	17,423		
Facilities Equipment / Furniture	1,070	-	-	-	-	1,070		
Security	-	-	-	-	-	-		
Utilities	100,144	-	-	-	-	100,144		
TOTAL FACILITY OPERATION & MAINTENANCE	290,639	-	-	-	-	290,639		
DEPRECIATION & AMORTIZATION	283,114	-	-	-	-	283,114		
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	account.	
TOTAL EXPENSES	10,906,424	1,669,153	-	-	1,573,990	14,149,567		
NET INCOME	1,647,316	(35,006)	-	-	(1,573,990)	38,321		
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED					
New York City Enrollment	821	157	978					
School District 2 (Enter Name)			-					
School District 3 (Enter Name)			-					
School District 4 (Enter Name)			-					
School District 5 (Enter Name)			-					
TOTAL ENROLLMENT	821	157	978					
REVENUE PER PUPIL	15,291	10,409	-					
EXPENSES PER PUPIL	13,284	10,632	-					

AMP

Category	CY Job Title	Total
Administrative Staff	Data and Systems Manager	0.16
	School Operations	0.16
	School Operations Administrator	3.32
	Student Affairs Associate	0.16
	Student Affairs Manager	0.16
	Student Data and Assessment Manager	0.16
Administrative Staff Total		4.13
Deans, Directors & Coordinators	Arts Department Head	0.16
	Assistant Dean of Students	0.16
	Dean	0.32
	Dean - Culture	1.00
	Dean - Teaching & Learning	1.00
	Dean - Teaching and Learning	1.00
	Dean of Culture	2.00
	Dean of Students	0.48
	Dean of Students/History Teacher	0.16
	Dean of Teaching & Learning	1.00
	English Department Head	0.16
	History Department Head	0.16
	Instructional Coach/Science Teacher	0.16
	Math Department Head	0.16
	PE/Health Department Head	0.16
Science Department Head	0.16	
Spanish Department Head	0.16	
Deans, Directors & Coordinators Total		8.42
Executive Management	Leadership Coach	0.20
	MD	0.46
	MD of Elementary Schools	0.20
	Superintendent (all schools)	0.20
Executive Management Total		1.06
Instructional Management	AP Class Director	0.16
	AP of Students	0.16
	AP of Teaching & Learning	0.16
	Assistant Principal	1.00
	Director of Academics and Counseling	0.16
	Director of College and Career Counseling	0.16
	Director of Student Support Services	0.16
	Instructional Coach	0.16
	Principal	2.00
Instructional Management Total		4.13
Operation / Business Manager	Director of Operations	1.16
	DOO	1.00
Operation / Business Manager Total		2.16
Other	Building Manager	0.16
	Career and Summer Program Manager	0.16
	Career Counselor	0.16
	Career Services Manager	0.16
	College Counselor	0.81
	Facilities Director (Bronx)	0.13

Category	CY Job Title	Total
	Program Director	1.00
Other Total		2.58
Specialty Teachers	Art Teacher	0.16
	Arts or Science Teacher	1.00
	Arts Teacher	0.16
	Arts Teacher - Music	1.00
	Arts Teacher - Theatre	1.00
	Electives/PE Teacher	0.16
	Fashion Teacher	0.16
	Health and Physical Education Teacher	0.16
	Music Teacher	1.48
	PE and Health Teacher	0.16
	PE/Health Teacher	0.16
	Physed Teacher	1.00
Specialty Teachers Total		6.62
Teachers - Regular	5th Grade ELA Ld Teacher	1.00
	5th Grade Math Teacher	1.00
	5th Grade Science	1.00
	6th Grade ELA LT	1.00
	6th Grade ELA Teacher	1.00
	6th Grade Math LT	1.00
	6th Grade Math Teacher	1.00
	6th Grade Science Teacher	1.00
	7th Grade ELA Ld	1.00
	7th Grade ELA Teacher	1.00
	7th Grade History Teacher	1.00
	7th Grade Math Teacher	2.00
	7th Grade Science Teacher	1.00
	8th Grade ELA	1.00
	8th Grade ELA LT	1.00
	8th Grade History	1.00
	8th Grade Math Teacher	1.00
	8th Grade Number Sense	1.00
	8th Grade Science Teacher	1.00
	Art Teacher	0.16
	Assistant Teacher / Activity Specialist	1.00
	Athletic Director	0.16
	English	0.32
	English Teacher	1.45
	First Grade Teacher	2.00
	History	0.16
	History Teacher	1.45
	K-2 Teacher	8.00
	Kindergarten Teacher	8.00
	Math Teacher	1.62
	Science	0.16
	Science Teacher	1.78
	Spanish	0.16
	Spanish Teacher	0.97
	Teacher	0.32
	Writing Center Manager	0.16
Teachers - Regular Total		47.88

Category	CY Job Title	Total
Teachers - SPED	5th Grade ELA	1.00
	5th Grade Math Ld	1.00
	5th Grade Scholastic Reading / Learning Specialist	1.00
	Academic Interventionist	2.00
	English Teacher	0.16
	First Grade Teacher	1.00
	Interventionist	1.00
	K-2 Teacher	2.00
	Kindergarten Teacher	1.00
	Learning Specialist	3.00
	SPED Coordinator	1.00
	SPED Teacher	2.42
Teachers - SPED Total		16.58
Therapists & Counselors	Career and Summer Opportunities Counselor	0.16
	Counselor	1.48
	Prevention Program Counselor	0.16
	School Psychologist (all schools)	0.20
	Social Worker	4.81
	Speech Therapist	1.16
Therapists & Counselors Total		7.97
Grand Total		101.54



Audited Financial Statement Checklist

Last updated: 10/29/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 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)	Not Applicable
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 2014-15 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.



Appendix E: Disclosure of Financial Interest Form

Created: 07/21/2015

Last updated: 10/29/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). **The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.**

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

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

Yes

Thank you.



Appendix F: BOT Membership Table

Last updated: 07/17/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Rafael Mayer	[REDACTED]	Chair/Board President	Yes	Finance	June 2006 - Present
2	Jack Chorowsky	[REDACTED]	Trustee/Member	Yes	KIPP Through College, Exec. Director	May 2015 - Present
3	Kelly Coffey	[REDACTED]	Trustee/Member	Yes	Finance	January 2007 - Present
4	Frank Corcoran	[REDACTED]	Trustee/Member	Yes	KIPP Academy Middle School Principal	January 2005 - Present
5	John Zeiler	[REDACTED]	Trustee/Member	Yes	Real Estate	June 2008 - Present
6	Daniel Lugo	[REDACTED]	Trustee/Member		Education	June 2013 - January 2015
7	David Massey	[REDACTED]	Chair/Board President		Law	January 2005 - March 2015
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

1

3. Total Number of Members Departing the Board during the 2014-15 school year

2

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 2014-15 school year?

4

6. How many times will the Board meet during the 2015-16 school year?

11

Thank you.

Appendix H: Enrollment and Retention Targets

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

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

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



Appendix I: Teacher and Administrator Attrition

Last updated: 07/27/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	40	26	21

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	15	12	9

Thank you



Appendix J: Uncertified Teachers

Created: 07/17/2015

Last updated: 07/20/2015

"thirty per centum or 5 teachers, whichever is less"

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

Page 1

Charter School Name:

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 2014-15?

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

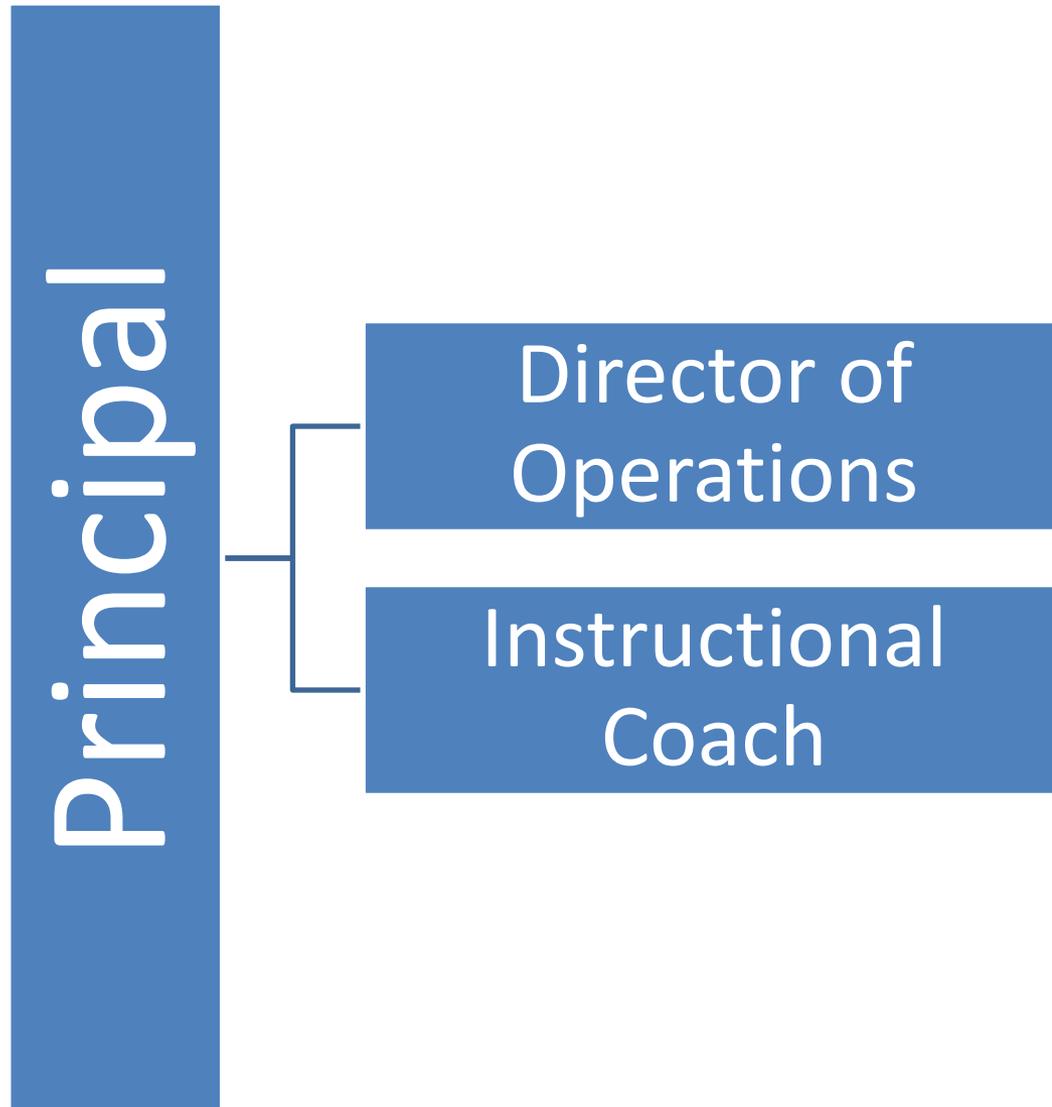
	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	22
(ii) individuals who are tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	3
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	9
FTE count of uncertified teachers who do not fit into any of the four statutory categories	0
Total	34.0

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?

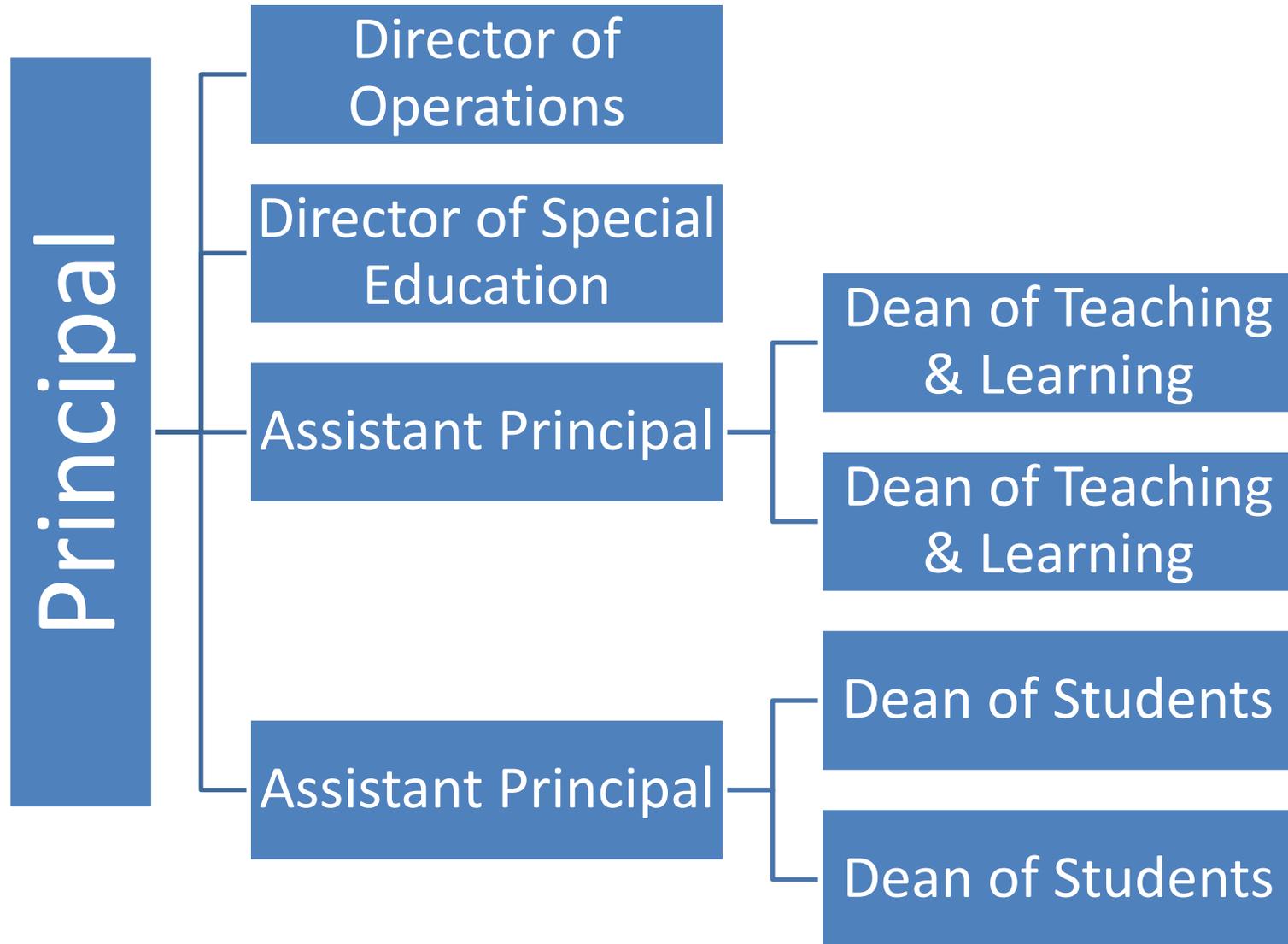
53

Thank you.

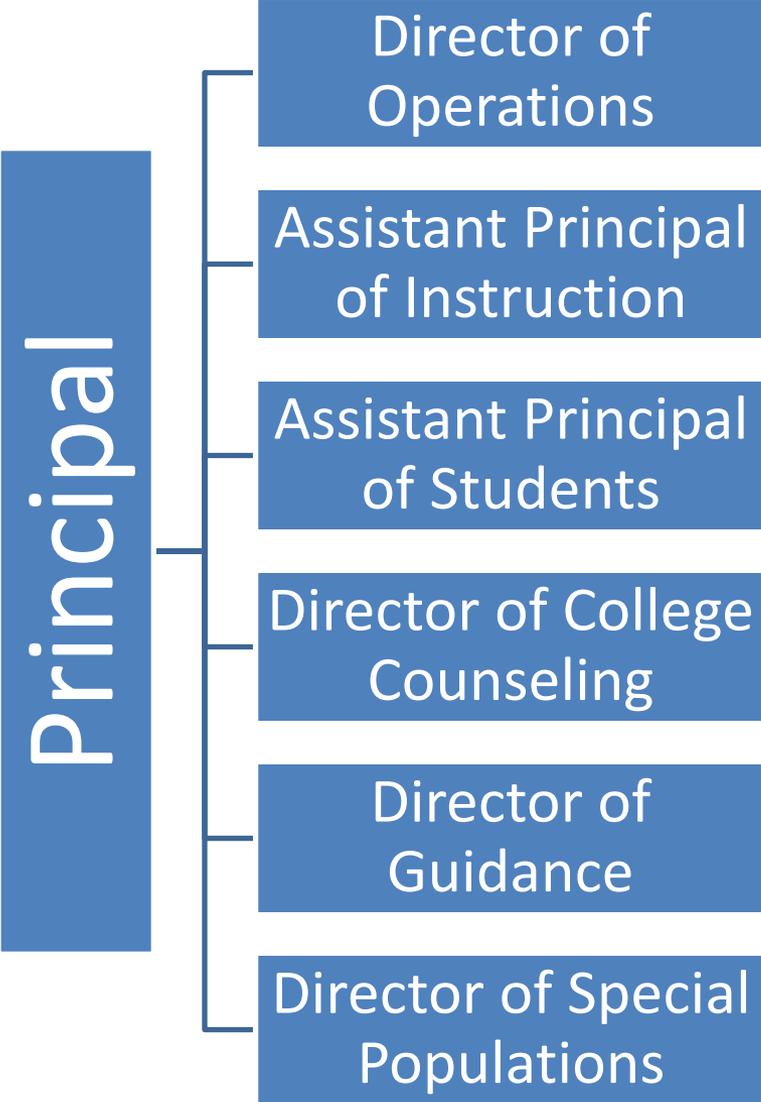
KIPP AMP Elementary Org Chart 2014-15



KIPP AMP Academy Org Chart 2014-15



KIPP NYC College Prep High School Org Chart 2014-15



KIPP AMP Charter School

Mission

KIPP NYC is a non-profit network of free, public charter schools that prepare students for success in college and life. In 1995, we started our first middle school, KIPP Academy in the South Bronx. The 9-12 portion of the charter and the elementary school were launch in 2009.

As part of the national KIPP network of schools, our mission has always been to graduate students with the strength of character and academic abilities needed to succeed in life – and in so doing, to prove what is possible in urban schools. We promised to do whatever was necessary to help our students succeed, and we asked them, and their parents, to make similarly rigorous commitments. Twenty years later, KIPP NYC is still making – and keeping – the same promises. KIPP NYC has grown to serve more than 4,200 students and over 1,300 alumni; 85% come from low-income families, 97% are African American or Latino and all are selected by lottery.

Our commitment to our students and families stretches K-16, from our elementary schools to our KIPP Through College Program. While we have many academic and socio-emotional mileposts along the way, our ultimate goal is for *75% of our students to graduate from college*. The KIPP NYC region boasts a 49% college graduation rate (40% BA graduation rate) for students who have graduated from our middle schools since our founding in 1995. This is 4X the national rate for low-income students!

At KIPP, we often refer to “the 51%” - meaning character. The 51% emphasizes for our teachers and students that success for our students is not just about their academic preparation (the 49%) but as importantly about their character strengths to push themselves to succeed. Over our 20-year history, we have seen students with weaker academic skills graduate from college and some very academically talented students fail to complete college, in part due to the presence or absence of some core character skills.

KIPP offers teachers, kids, and parents a structured, meaningful way to talk about and develop character. Building off of a research partnership between KIPP NYC and Dr. Angela Duckworth (University of Pennsylvania), KIPP is now especially focused on seven highly predictive strengths: zest, grit, self-control, optimism, gratitude, social intelligence, and curiosity. At KIPP, explicitly creating opportunities to develop character is infused throughout the school day. The language of these character traits is evident in everything from teacher professional development, to students’ character growth cards, to student “Paychecks”, to Child Study conversations.

Key Design Elements

Currently, KIPP AMP is a college preparatory school program that begins working proactively with its students as they enter kindergarten and fifth grade. KIPP AMP emphasizes its students’ time on-task and encourages students and their families to view an intense academic commitment as the key to their futures. The KIPP AMP framework motivates students to attend school from 7:25am to 4:00pm during the week, on several Saturdays, and for a couple of weeks during the summer. These additional hours add up to 67% more time in the classroom than the national average. All of these hours are focused on addressing students’ academic, intellectual, and social needs. During the school day, students attend classes in all major subject areas: Reading, Writing, Social Studies, Science, and Math. All KIPP AMP classes focus on developing students’ basic skills along with their higher order critical thinking and literacy skills. In addition, KIPP AMP Middle School, along with the other four KIPP NYC Middle Schools, has been awarded a four-year afterschool grant by the Mayor’s Office, which will extend the school day to 6:15pm. The program will include mostly structured activities, including tutoring, blended learning, athletics, music, and speech & debate.

Each of the grades K-12 will have substantially the same key design elements to ensure continuity, progressive and sustained student achievement and growth and comprehensive programming. However, the key design elements will be incorporated and implemented in an age and developmentally appropriate manner. The common key design elements for KIPP AMP grades K-12 are as follows:

- A. Five Pillars – the Five Pillars comprise all successful KIPP Schools:
 - 1) High Expectations – Students in all grades will follow a rigorous academic and character development program that will have clearly defined and measureable high expectations.
 - 2) More Time on Task – There are no shortcuts to success in academics and life. Students in grades K-12 will all participate in an extended school day, week and year. While the daily schedules may vary according to a given grade level, students will spend approximately 67% more time on focused instruction each year.
 - 3) Focus on Results – Using a wide variety of age and developmentally appropriate assessments and measures, KIPP AMP will continue to focus on student achievement throughout all grades.
 - 4) Power to Lead – The KIPP AMP principals will maintain control over the essential elements of their respective budgets as well as their teachers and staff.
 - 5) Choice and Commitment – Parents, students and teachers each sign the Commitment to Excellence form to affirm their choice to be a part of the KIPP Team and Family as their commitment to ensuring the success of the students and the school. Although the form is not required as a prerequisite for admission, it provides a solid foundation of understanding and cooperation for all staff, families and students.
- B. Student Assessment/Data Driven Instruction – Each of the KIPP AMP grades K-12 will use data driven instruction to inform and improve student achievement. Teachers will be empowered to use student data to build assessments, track and understand student performance, and inform instructional planning.
- C. Standards and Curriculum – Throughout grades K-12, KIPP AMP will implement a rigorous curriculum that will meet and be based upon the New York State Standards. The high school program curriculum will be the same across all of the co-located high schools.
- D. Strong Instructional Leadership – KIPP AMP grades K-12 will all focus upon strong leadership to ensure the continued growth and development of strong content areas and instructors. The KIPP AMP elementary school program will maintain Grade Team Leaders and the co-located high school program will appoint Department Chairs to help manage, and provide professional development and guidance to teachers teaching within that grade or content area, respectively.
- E. Culture of Learning – KIPP AMP’s grades K-12 will create and maintain a culture of learning. From the school décor to common values shared by teachers, staff, students and families, to effective classroom management, KIPP AMP grades K-12 will maintain a culture where students feel safe and teachers can focus on raising the achievement levels of their students. The Commitment to Excellence form emphasizes and enforces the expectations regarding the culture of learning.

- F. Character Development – Integrated within the school culture, classroom management and academic program, each of KIPP AMP’s grades K-12 will focus upon students’ character development. All grades at KIPP AMP will have a specific focus based upon the 24 character strengths identified by psychologists Martin Seligman and Christopher Peterson.
- G. High-Quality Instruction – High quality instruction is essential to student achievement. KIPP AMP teachers at all grade levels K-12 will receive ongoing professional development, including instructional supervision and observation, peer reflection and content area collaborations both within the KIPP AMP school grades and through the network of KIPP schools in New York City. Moreover, teachers within their respective grade and or content areas will commit to using a shared lesson plan format that incorporates the wisdom of experience and allows for flexibility to address a variety of learning styles.
- H. Support and Counseling – Throughout their experience at KIPP AMP, students will receive ongoing support and counseling as necessary to help them achieve their greatest potential. Home visits will continue to be a cornerstone practice at all grade levels, as well as providing an on-staff social worker who is invested in students and the KIPP AMP mission. The KIPP through College program staff will work with students to assist in meeting graduation requirements and admission to college.
- I. Parent Engagement – Parental engagement extends beyond the Commitment to Excellence form and actively encompasses parental involvement in the school. Parents will be engaged in a range of special projects as well as routine activities. Further, teachers and school staff will maintain open and regular communication with parents.
- J. Dress Code – Each of grades K-12 will maintain a dress code as deemed appropriate for the age group. The dress code will vary in its individual requirements, but will promote a sense of school unity and culture while minimizing distractions from learning.
- K. Co-Curriculars – Supporting students to be well-rounded individuals will remain KIPP AMP’s focus throughout grades K-12. The co-curriculars allow students to experience and learn new skills and strengths while offering another opportunity for student expression, achievement and growth.
- L. School Calendar and Schedules – All of KIPP AMP’s grades, as well as all KIPP schools in New York City, will follow a common calendar to allow continuity for students while also allowing both vertical and horizontal planning time for teachers both within KIPP AMP and throughout the network of KIPP schools in New York City.
- M. Regents Examinations – While none of the teachers will teach to the test, students in all grades will be prepared with a goal of their earning a Regents Diploma from the KIPP AMP high school program. Students will begin taking NYS Regents Examinations as early as grade 8 to ensure completion of NYS required Regents examinations in the KIPP AMP high school program.
- N. Discipline Policy – The discipline policy will be consistent throughout KIPP AMP grades K-12 even though wording and summaries may vary as age appropriate. A consistent discipline policy will ensure that students and parents are fully aware of acceptable and unacceptable behavior as well as the respective consequences.
- O. Professional Development – Teachers at KIPP AMP receive extensive professional development support. Before the school year begins schools have 2-3 weeks of training on common academic

initiatives before students return to campus. New to KIPP teachers receive regional onboarding training at this time. During the year, schools conduct bi-weekly professional development sessions with their staff. These professional development efforts are aligned to the academic and character goals of the schools. Principals, Deans of Teaching and Learning, and Deans of Students lead such trainings, and are also able to draw on the regional Curriculum, Instruction, and Assessment and Student Support Services teams for support.

In addition to the school-led trainings, KIPP NYC shared services staff also provides training to schools. Throughout the year, regional Curriculum, Instruction, and Assessment and Student Support Services staff offer bi-weekly training, which continue to provide teachers with the necessary training to implement academic initiatives and improve their instruction.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, September 16, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/a891a8fa0ee80d6ef9>

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

	First Name	Last Name
Trustee Name	Rafael	Mayer

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

KIPP AMP CS (NYC CHANCELLOR) 331700860882

8. Select all positions you have held on the Board:

(check all that apply)

• Chair/President

• Treasurer

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

11. 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

12. Are you a member, director, officer or employee of an organization formally partnered with a 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 "Rafael Maysa". The signature is written in a cursive, flowing style.

Thank you.