



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

Created: 07/17/2015

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.

## Page 1

### 1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

KIPP INFINITY CS (NYC CHANCELLOR) 310500860883

### 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 5

### 4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	625 W. 133rd St. New York, NY 10027	212-991-2600	212-234-8396	

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Allison Willis Holley
Title	KIPP Infinity Middle School Principal
Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

<http://www.kippnyc.org/schools/middle-schools/kipp-infinity-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.**

1131

**9. GRADES SERVED IN SCHOOL YEAR 2014-15**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 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				
CFO (e.g., network CFO)	Charizma Williams				
Compliance Contact	Alicia Johnson				
Complaint Contact	Alicia Johnson				

Page 2

**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)	625 W. 133rd St. New York, NY 10027	212-991-2600	CSD 5	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	625 W. 133rd St. New York, NY 10027	212-991-2622	CSD 5	K-4	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	Allison Willis Holley			
Operational Leader	Peter Croncota			
Compliance Contact	Alicia Johnson			
Complaint Contact	Alicia Johnson			

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Natalie Webb			
Operational Leader	Stephanie Ip			
Compliance Contact	Alicia Johnson			
Complaint Contact	Alicia Johnson			

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Stephanie Adams, Lindsay Fry			
Operational Leader	Melanie Waits			
Compliance Contact	Alicia Johnson			
Complaint Contact	Alicia Johnson			

**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

## Page 3

**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 stylist 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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Page 1

**Charter School Name:**

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## 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=800000058367>



# Appendix A: Progress Toward Goals

Created: 07/17/2015

Last updated: 10/29/2015

Page 1

**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=800000058367>

## 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	73% 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</p> <p>We were very close to this goal and have made adjustments to make sure we surpass it this year by increasing the F&amp;P goal for each grade level. We started guided reading instruction earlier and are doing heterogeneous groups across the grade to match reading level with teacher so they become experts in that level.</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	<p>With 31% of students in the identified cohort scoring at or above proficiency on the 2013-2014 exam, the target score was set at 32%. On the 2014-2015 ELA exam, 30% of the same cohort of students scored at or above proficiency. The target was not achieved.</p>	<p>Did Not Achieve</p> <p>This year we have changed reading curriculums to align to more rigorous instruction with richer texts. By using the same curriculum across the school we are more aligned to the common core vertically and within grades. Our curriculum requires more text evidence and response to literature. We believe this change alone will increase our passing rates.</p> <p>In addition, at the middle school level we had added additional reading interventions to ensure that students are receiving the appropriate supports in order to demonstrate greater literacy growth.</p>

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 61% of students in the identified cohort scoring at or above proficiency on the 2013-2014 exam, the target score was set at 62%. On the 2014-2015 Math exam, 61% of the same cohort of students scored at or above proficiency. The target was not achieved.</p>	<p>Did Not Achieve</p> <p>This year we are adjusting math to increase problem solving and talking about math. We are keeping the same curriculum and spending 90 minutes on math every day.</p>
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 and the city thus achieving the target.</p>	<p>Achieved</p>
Academic Goal 5	<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 Math examination (Relevant to schools serving grades 3-8.)</p>	NYS Math Exam	<p>In 2014-2015 the school's performance surpassed that of students in CSD and city thus achieving the target.</p>	<p>Achieved</p>

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 4th or 8th grade scored above proficiency compared to 62% in the Community School District and 79% statewide.	Did Not Achieve  For INF ES we now have a dedicated Science teacher so that students are receiving science 4 days a week with a dedicated specialist. This is an increase in labs and exploration in the subject.  INF MS 8th grade students take the Earth Science Regents exam.
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 78% of students in the 2011 accountability cohort passed the Comprehensive English Regents examination.	Achieved
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

**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
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Academic Goal 9	<p>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.</p>	HS Credit Accumulation	81% of students earned at least 10 credits during the 14-15 school year.	Achieved.
Academic Goal 10	<p>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.</p>	NYS Regents Algebra Exam	<p>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.</p>	Achieved
Academic Goal 11	<p>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.</p>	NYS Regents ELA Exam	<p>By the end of the 2014-2015 school year, 98% 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.</p>	Achieved
Academic Goal 12	<p>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).</p>	NYS Regents Science exams	<p>By the end of the 2014-2015 school year, 85% of students in the 2011 cohort scored at least a 75 on a NYS Science Regents examination.</p>	Achieved

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, 67% of students in the 2011 cohort scored at least a 75 on a NYS History Regents examination.	Did Not Achieve  While nearly 100% of our students have hit the 65 mark on the Global and US History Regents, we failed to break 80% of our kids getting a 75 on one or both of these exams. We were very close to these stretch goal and continue to work on our students' writing as key driver of success in college and also in reaching a 75 or higher on the History exams. Our PLCs are focused on writing instruction and are making progress both aligning our History curricula vertically as well as making sure our courses are rigorous and Common Core aligned.
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, 72% 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
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 89% of students in the 12th grade being tested, the average score in Critical Reading was 441 and in Math was 489. The New York City average in 2015 was 444 in Critical Reading and 466 in Math. KIPP Infinity exceeded the NYC average in Math but did not 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	35% 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	93% 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	78% 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	83% of the 2011 graduation cohort graduated high school in 2015 (their 4th year in the cohort).	<p>Did Not Achieve</p> <p>While we barely did not meet the 4 year graduation rate for the 2011 cohort, all but 2 of the students in the graduation cohort are still pursuing their diploma at KIPP NYC College Prep. They will graduate within this fifth year of high school in January or June.</p>

Academic Goal 23	95% of alumni will earn a high school diploma within 5 years of finishing 8th grade.	High School Graduation	94% of the 2010 graduation cohort graduated high school by 2015 (their 5th year in the cohort).	Did Not Achieve  We are working closely with our counseling team to make sure that our under credited students are fully supported their 5th year to earn a diploma. Counselors will hold regular parent meetings with students in their 5th year to make sure that they stay on track to graduate.
Academic Goal 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	83% of the 2011 graduation cohort graduated high school in 2015 (their 4th year in the cohort) exceeding the city 60th percentile of 74%. 100% 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 cohort at KIPP Infinity 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 95%.	Achieved
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	95% of students enrolled on the last day of school returned in September of 2015 (students graduating from 12th grade are not included).	Achieved
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 100% of teachers returned or were asked to return the following school year.	Achieved
Academic Goal 29				
Academic Goal 30				

Page 2

**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
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Org Goal 1	At least 80% of students will qualify for Free or Reduced Price Lunch	Free or Reduced Price Lunch	90% 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	23% of students were classified as ELL in 2014-15 as compared with 9% of the local CSD	Achieved
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 19% 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
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Org Goal 6	<p>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.</p>	NYC DOE Learning Environment Survey	<p>With a 32% response rate, 95% of parents responded either agreed or strongly agreed compared to 90% citywide.</p>	<p>Did Not Achieve</p> <p>Although the percent agree or strongly agree goal was achieved, we are working to increase parent participation rate on the NYC DOE School survey.</p>
Org Goal 7	<p>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.</p>	Healthy Schools Survey	<p>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</p>	Achieved
Org Goal 8	<p>The average percentage of parents 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.</p>	Healthy Schools Survey	<p>The average percentage of students responding agree or strongly agree exceeded 60% in 3 of the 4 categories for the 2014-2015 Healthy Schools Surveys</p>	Achieved
Org Goal 9	<p>75% of parents will agree or strongly agree with the statement: "I would recommend KIPP to other families"</p>	Healthy Schools Survey	<p>95% of parents agreed or strongly agreed with the statement: "I would recommend KIPP to other families."</p>	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 71% response rate, 96% of teachers responded either agreed or strongly agreed compared to 88% citywide.	Achieved
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	79% of staff/teachers agreed or strongly agreed with the statement "I would recommend KIPP to a friend as a great place to work."	Achieved
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 4 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	74% of students agreed or strongly agreed with the statement "I would recommend KIPP to my family/friends."	Did Not Achieve We are very close to this goal. An increase in academic success across the grades, and students receiving feedback, will cause an increase in this number.

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 79% response rate, 87% of students responded either agreed or strongly agreed compared to 82% citywide.	Achieved
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## 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	18896233
Line 2: Year End Per Pupil Count	1091
Line 3: Divide Line 1 by Line 2	17328

#### 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)	400425
Line 2: Management and General Cost (Column)	2140402
Line 3: Sum of Line 1 and Line 2	2540827
Line 4: Year End Per Pupil Count	1091
Line 5: Divide Line 3 by the Year End Per Pupil Count	2330

***Thank you.***

**KIPP INFINITY CHARTER SCHOOL**

**FINANCIAL STATEMENTS AND  
SUPPLEMENTARY INFORMATION**

**YEARS ENDED JUNE 30, 2015 AND 2014**

**KIPP INFINITY CHARTER SCHOOL  
TABLE OF CONTENTS  
YEARS ENDED JUNE 30, 2015 AND 2014**

<b>INDEPENDENT AUDITORS' REPORT</b>	<b>1</b>
<b>FINANCIAL STATEMENTS</b>	
<b>STATEMENTS OF FINANCIAL POSITION</b>	<b>3</b>
<b>STATEMENTS OF ACTIVITIES</b>	<b>4</b>
<b>STATEMENTS OF FUNCTIONAL EXPENSES</b>	<b>5</b>
<b>STATEMENTS OF CASH FLOWS</b>	<b>7</b>
<b>NOTES TO FINANCIAL STATEMENTS</b>	<b>8</b>
<b>SUPPLEMENTARY INFORMATION</b>	
<b>SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS</b>	<b>15</b>
<b>NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS</b>	<b>16</b>
<b>INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENT AUDITING STANDARDS</i></b>	<b>17</b>
<b>INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133</b>	<b>19</b>
<b>SCHEDULE OF FINDINGS AND QUESTIONED COSTS</b>	<b>21</b>

## INDEPENDENT AUDITORS' REPORT

Board of Trustees  
KIPP Infinity Charter School  
New York, New York

### **Report on the Financial Statements**

We have audited the accompanying financial statements of KIPP Infinity 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 Infinity Charter School

**Opinion**

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

*Other Information – Schedule of Expenditures of Federal Awards*

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

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2015, on our consideration of KIPP Infinity 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 Infinity Charter School's internal control over financial reporting and compliance.



**CliftonLarsonAllen LLP**

Plymouth Meeting, Pennsylvania  
October 26, 2015

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

	2015	2014
<b>ASSETS</b>		
Cash and Cash Equivalents	\$ 642,569	\$ 984,367
Grants and Contracts Receivable	310,833	441,741
Due from Related Parties	2,039,913	1,544,375
Prepaid Expenses and Other Assets	495,173	316,272
Equipment and Improvements	997,406	786,474
Total Assets	\$ 4,485,894	\$ 4,073,229
<b>LIABILITIES AND NET ASSETS</b>		
<b>LIABILITIES</b>		
Accounts Payable and Accrued Expenses	\$ 577,413	\$ 849,014
Due to Related Parties	-	0
Refundable Advances	-	3,093
Capital Lease Obligations	-	-
Total Liabilities	577,413	852,107
<b>NET ASSETS</b>		
Unrestricted	3,907,474	3,216,459
Temporarily Restricted	1,007	4,663
Total Net Assets	3,908,481	3,221,122
Total Liabilities and Net Assets	\$ 4,485,894	\$ 4,073,229

See accompanying Notes to Financial Statements.

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

	2015			2014		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
<b>OPERATING REVENUE</b>						
State and Local Per Pupil Operating Revenue	\$ 17,508,161	\$ -	\$ 17,508,161	\$ 15,275,756	\$ -	\$ 15,275,756
Government Grants and Contracts	1,265,569	-	1,265,569	1,087,703	-	1,087,703
Total Operating Revenue	<u>18,773,730</u>	<u>-</u>	<u>18,773,730</u>	<u>16,363,459</u>	<u>-</u>	<u>16,363,459</u>
<b>OPERATING EXPENSES</b>						
Program Services	16,834,199	-	16,834,199	15,336,531	-	15,336,531
Supporting Services	<u>2,026,162</u>	<u>-</u>	<u>2,026,162</u>	<u>1,794,658</u>	<u>-</u>	<u>1,794,658</u>
Total Operating Expenses	<u>18,860,361</u>	<u>-</u>	<u>18,860,361</u>	<u>17,131,189</u>	<u>-</u>	<u>17,131,189</u>
School Operating Deficit	(86,631)	-	(86,631)	(767,730)	-	(767,730)
Other Revenue:						
Contributions and Other Grants	306,280	291,269	597,549	292,020	127,483	419,503
Interest and Other Income	175,953	-	175,953	202,899	-	202,899
Special Event Income	-	-	-	-	-	-
Donated Goods and Services	488	-	488	200	-	200
	<u>482,721</u>	<u>291,269</u>	<u>773,990</u>	<u>495,119</u>	<u>127,483</u>	<u>622,602</u>
Net Assets Released from Restrictions	<u>294,925</u>	<u>(294,925)</u>	<u>-</u>	<u>142,044</u>	<u>(142,044)</u>	<u>-</u>
<b>CHANGE IN NET ASSETS</b>	691,015	(3,656)	687,359	(130,567)	(14,561)	(145,128)
Net Assets - Beginning of Year	<u>3,216,459</u>	<u>4,663</u>	<u>3,221,122</u>	<u>3,347,026</u>	<u>19,224</u>	<u>3,366,250</u>
<b>NET ASSETS - END OF YEAR</b>	<u>\$ 3,907,474</u>	<u>\$ 1,007</u>	<u>\$ 3,908,481</u>	<u>\$ 3,216,459</u>	<u>\$ 4,663</u>	<u>\$ 3,221,122</u>

See accompanying Notes to Financial Statements.

**KIPP INFINITY CHARTER SCHOOL  
STATEMENTS 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	\$ 5,868,423	\$ 2,194,947	\$ 8,063,370	\$ -	\$ 8,063,370
Employee Wages- Non Instructional	2,624,632	479,796	3,104,428	-	3,104,428
Payroll Taxes & Employee Benefits	2,473,205	-	2,473,205	-	2,473,205
Licensing & Management Fee	67,281	-	67,281	2,026,162	2,093,443
Accounting & Audit Services Fees	21,996	-	21,996	-	21,996
Other Professional Services	438,237	17,795	456,032	-	456,032
Consultant Fees	67,955	-	67,955	-	67,955
Grants to Related Entities	1,456	-	1,456	-	1,456
Academic Programming	254,684	14,705	269,389	-	269,389
Field Lessons	242,040	-	242,040	-	242,040
Professional Development	212,826	-	212,826	-	212,826
Equipment & Maintenance	169,673	-	169,673	-	169,673
Student Transportation & Other Services	37,640	-	37,640	-	37,640
Supplies & Materials	495,640	-	495,640	-	495,640
Technology Equipment & Materials	363,547	-	363,547	-	363,547
Events	54,106	-	54,106	-	54,106
Printing & Publications	15,993	-	15,993	-	15,993
Occupancy	160,938	-	160,938	-	160,938
Telephone & Internet	237,836	-	237,836	-	237,836
Insurance	171,152	-	171,152	-	171,152
Memberships & Subscriptions	25,508	-	25,508	-	25,508
Postage & Shipping	4,102	-	4,102	-	4,102
Bank & Other Fees	4	-	4	-	4
Candidate Recruiting	4,175	-	4,175	-	4,175
Miscellaneous	(34,095)	-	(34,095)	-	(34,095)
Donated Materials & Services	488	-	488	-	488
Depreciation & Amortization	147,514	-	147,514	-	147,514
<b>Total Functional Expenses</b>	<b>\$ 14,126,956</b>	<b>\$ 2,707,243</b>	<b>\$ 16,834,199</b>	<b>\$ 2,026,162</b>	<b>\$ 18,860,361</b>

See accompanying Notes to Financial Statements.

**KIPP INFINITY CHARTER SCHOOL  
STATEMENTS OF FUNCTIONAL EXPENSES  
YEAR ENDED JUNE 30, 2014**

	2014		
	Program Services	Supporting Services	Total Expenses
	School Operations	Management & General	
Salaries	\$ 9,885,726	\$ -	\$ 9,885,726
Payroll Taxes & Employee Benefits	2,300,428	-	2,300,428
Technology	523,860	-	523,860
Academic Programming	211,701	-	211,701
Professional Development	152,855	-	152,855
Field Lessons	225,444	-	225,444
Supplies & Materials	448,873	-	448,873
Professional Fees	435,137	21,898	457,035
Donated Materials & Services	200	-	200
Depreciation and Amortization	153,123	-	153,123
Insurance	149,706	-	149,706
Telephone & Internet	299,093	-	299,093
Equipment & Maintenance	108,849	-	108,849
Licensing & Management Fees	68,883	1,772,760	1,841,643
Occupancy	180,014	-	180,014
Contracted Services - Other	42,496	-	42,496
Student Events	50,524	-	50,524
Miscellaneous	48,153	-	48,153
Student Transportation & Other	51,466	-	51,466
	<u>\$ 15,336,531</u>	<u>\$ 1,794,658</u>	<u>\$ 17,131,189</u>
Total Functional Expenses	<u>\$ 15,336,531</u>	<u>\$ 1,794,658</u>	<u>\$ 17,131,189</u>

*See accompanying Notes to Financial Statements.*

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

	2015	2014
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Receipts from Local, State and Federal Sources	\$ 18,904,638	\$ 16,125,831
Receipts from Others	278,452	99,246
Payments to Suppliers and Vendors	(10,578,862)	(3,857,718)
Payments to Employees	(8,493,055)	(12,186,154)
Net Cash Provided by Operating Activities	111,173	181,205
<b>CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES</b>		
Acquisition of Capital Assets	(452,971)	(354,211)
Net Cash Used by Capital and Related Financing Activities	(452,971)	(354,211)
<b>NET DECREASE IN CASH AND CASH EQUIVALENTS</b>	(341,798)	(173,006)
Cash and Cash Equivalents - Beginning	984,367	1,157,373
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	\$ 642,569	\$ 984,367
<b>RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES</b>		
Change in Net Assets	\$ 687,359	\$ (145,128)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation and Amortization	242,040	153,123
Change in Assets and Liabilities		
(Increase) Decrease in Grants and Contracts Receivable	130,908	(237,628)
(Increase) Decrease in Prepaid Expenses and Other Assets	(178,901)	486,910
Decrease in Due from Related Parties	(495,538)	(523,356)
Increase (Decrease) in Accounts Payable and Accrued Expenses	(271,602)	457,719
Decrease in Refundable Advances	(3,093)	(10,435)
Net Cash Provided (Used) by Operating Activities	111,173	181,205

See accompanying Notes to Financial Statements.

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

**NOTE 1      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Nature of Operations**

KIPP Infinity Charter School (the "School") is an education corporation that operates as a charter school in the borough of Manhattan (Harlem), New York City. 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, 2019.

The School's mission is to provide all of its students with the knowledge, skills and character traits necessary to prepare them for success in the nation's finest high schools and colleges, and to contribute to the social improvement of their own community and society at large.

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

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

**Financial Statement Presentation**

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

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

**Use of Estimates**

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

**KIPP INFINITY 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 \$5,821 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 INFINITY 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 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 their useful lives 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 INFINITY 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 received grants from KNYI in the amounts of \$500,000 and \$200,000 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 \$2,026,162 and \$1,772,760 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. There were no transactions between KTC and the School during the year.

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

The School, KIPP AMP Academy Charter School, KIPP Academy 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 received a transfer of leasehold improvements and equipment from KIPP AMP Academy Charter School and KIPP NYC Public Charter School with net book values of \$60,611 and \$108,537, respectively. This transfer occurred after KIPP AMP Academy Charter School and KIPP NYC Public Charter School moved out of the School’s shared facility. This transaction is netted within in due from related parties on the statement of financial position.

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

**NOTE 3 EQUIPMENT AND IMPROVEMENTS**

Equipment and improvements consist of the following:

	2015	2014
Furniture and Fixtures	\$ 72,843	\$ 64,755
Leasehold Improvements	1,171,536	850,253
Equipment and Other	757,635	725,357
Total	2,002,014	1,640,365
Less: Accumulated Depreciation and Amortization	(1,004,608)	(853,891)
Total Equipment and Improvements	\$ 997,406	\$ 786,474

**NOTE 4 RESTRICTIONS ON NET ASSET BALANCES**

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

	2015	2014
Academic Programs	\$ 1,007	\$ 1,638
Athletic Programs	-	3,025
Total Temporarily Restricted Net Assets	\$ 1,007	\$ 4,663

**NOTE 5 PENSION PLAN**

The School contributes to the Teachers Retirement System of the City of New York, a multiemployer defined benefit pension plan (the "Plan"), on behalf of the teachers. The Plan provides New York City educators with retirement, disability, and death benefit services. The School's participation in the plan constitutes less than 1% of total plan contributions. The funded status of the Plan was 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 \$360,405 and \$537,237 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 \$214,660 and \$154,148, for the years ended June 30, 2015 and 2014, respectively.

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

**NOTE 6      AGREEMENT FOR SCHOOL FACILITY**

The School occupies approximately 27,500 square feet of space through an agreement with the New York City Department of Education for dedicated and shared space at M.S. 195, a New York City public school, located at 625 West 133<sup>rd</sup> Street, New York City, 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.

The School also jointly occupies approximately 132,500 square feet of space at 201 East 144<sup>th</sup> St in the South Bronx where the joint high school for KIPP Infinity Charter School, KIPP Academy Charter School, KIPP AMP Academy Charter School and KIPP NYC Public Charter Schools resides. The facility was provided to the school at no cost, but the School must provide for continuing maintenance and operating expenses. The expenses are also included in building costs in the accompanying statement of functional expenses.

**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 amount of \$67,281 and \$68,883, 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.

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

**NOTE 8 OPERATING EXPENSES (CONTINUED)**

The significant supporting services are:

**Management and General**

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

**Fundraising**

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

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

**KIPP INFINITY CHARTER SCHOOL  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
YEAR ENDED JUNE 30, 2015**

Federal Grantor/ Pass-Through Grantor/ Program Title	Source Code	Federal CFDA Number	Pass- Through Grantor's Number	Grant/ Contract Period	Grant Amount	Accrued or (Deferred) Revenue at 7/1/13	Total Received for the Year	Federal Disbursements/ Expenditures	Accrued or (Deferred) at 6/30/14
<u>U.S. Department of Education:</u>									
Pass-through New York Department of Education:									
Title I Grant - Improving Academic Achievement	I	84.010	0021-134110	9/1/13-8/31/14	613,079	\$ 102,189	\$ 102,189	\$ -	\$ -
Title II Grant- Teaching, Principal Training, Recruitment	I	84.367	0147-134110	9/1/13-8/31/14	8,696	929	929	-	-
ARRA - Race to the Top	I	84.395	5500-134110	7/1/13-6/30/14	16,674	4,169	4,169	-	-
Title I Grant - Improving Academic Achievement	I	84.010	0021-154296	9/1/14-8/31/15	581,516	-	479,597	581,516	101,919
Title II Grant- Teaching, Principal Training, Recruitment	I	84.367	0147-154296	9/1/14-8/31/15	9,884	-	8,237	9,884	1,647
Investing in Innovation Grant (i3)	I	84.411	n/a	7/1/14-6/30/15	6,750	-	3,000	6,750	3,750
School Food Program	I	10.555	n/a	7/1/14-6/30/15	83,883	-	70,522	83,883	13,361
Total Federal Expenditures						<u>\$ 107,287</u>	<u>\$ 668,643</u>	<u>\$ 682,033</u>	<u>\$ 120,677</u>

D - Direct Funding

I - Indirect Funding

See accompanying Notes to Schedule of Expenditures of Federal Awards.

**KIPP INFINITY CHARTER SCHOOL**  
**NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**YEAR ENDED JUNE 30, 2015**

**NOTE A      GENERAL INFORMATION**

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

**NOTE B      BASIS OF PRESENTATION**

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

**NOTE C      RELATIONSHIP TO FINANCIAL STATEMENTS**

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

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

Board of Trustees  
KIPP Infinity Charter School  
New York, 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 Infinity 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 Infinity 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 Infinity Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of KIPP Infinity 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 Infinity 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



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

Board of Trustees  
KIPP Infinity Charter School  
New York, New York

**Report on Compliance for Each Major Federal Program**

We have audited KIPP Infinity Charter School's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of KIPP Infinity Charter School's major federal programs for the year ended June 30, 2015. KIPP Infinity Charter School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

***Management's Responsibility***

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

***Auditors' Responsibility***

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

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

***Opinion on Each Major Federal Program***

In our opinion, KIPP Infinity Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015.

### **Report on Internal Control Over Compliance**

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

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

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

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



**CliftonLarsonAllen LLP**

Plymouth Meeting, Pennsylvania  
October 26, 2015

**KIPP INFINITY CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
YEAR ENDED JUNE 30, 2015**

***Section I – Summary of Auditors’ Results***

*Financial Statements*

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

*Federal Awards*

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

***Identification of Major Federal Programs***

**CFDA Number(s)**

84.010

**Name of Federal Program or Cluster**

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

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

\$ 300,000

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

\_\_\_\_\_ yes        X   no

**KIPP INFINITY CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
YEAR ENDED JUNE 30, 2015**

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***Section II – Financial Statement Findings***

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

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***Section III – Findings and Questioned Costs – Major Federal Programs***

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

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***Section IV – Prior Year Findings***

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There were no prior year findings required to be reported.

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

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

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1	Complete ALL SIX columns in <b>BLUE</b>
2	Enter information into the <b>GRAY</b> cells
3	Cells containing <b>RED</b> 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 <a href="https://stateaid.nysed.gov/charter/">https://stateaid.nysed.gov/charter/</a> . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate 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 Infinity 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	17,976,555	3,037,456	-	-	-	21,014,011	
Total Expenses	15,591,815	3,175,530	-	-	2,246,666	21,014,012	
Net Income	2,384,740	(138,074)	-	-	(2,246,666)	(0)	
Actual Student Enrollment	1,146	232				-	
Total Paid Student Enrollment	1,135	230				1,364	Assumes paid enrollment that is 1% less than actual enrollment.
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Therapists & Counselors	10.93	807,007	90,132	-	-	897,139	see "Staff List" tab; fractional staff are shared across multiple charters
Other Instructional	-	276,617	-	-	-	276,617	Includes Part-time staff in dollar total but not headcount total
<b>TOTAL INSTRUCTIONAL</b>	<b>111.68</b>	<b>6,505,191</b>	<b>2,532,794</b>	<b>-</b>	<b>-</b>	<b>9,037,984</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
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	3.87	310,485	-	-	-	310,485	Includes Part-time staff in dollar total but not headcount total
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>3.87</b>	<b>310,485</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>310,485</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>143.71</b>	<b>9,653,025</b>	<b>2,532,794</b>	<b>-</b>	<b>-</b>	<b>12,185,819</b>	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	759,995	199,410	-	-	959,405	
Fringe / Employee Benefits	-	1,089,948	285,984	-	-	1,375,932	
Retirement / Pension	-	447,252	117,351	-	-	564,603	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>2,297,194</b>	<b>602,746</b>	<b>-</b>	<b>-</b>	<b>2,899,939</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>-</b>	<b>11,950,219</b>	<b>3,135,539</b>	<b>-</b>	<b>-</b>	<b>15,085,758</b>	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	26,326	-	-	-	26,326	
Legal	-	-	-	-	-	-	
Management Company Fee	-	-	-	-	2,246,666	2,246,666	by CMO.
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	25,071	-	-	-	25,071	
Special Ed Services	-	-	18,660	-	-	18,660	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	463,214	-	-	-	463,214	
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>514,611</b>	<b>18,660</b>	<b>-</b>	<b>2,246,666</b>	<b>2,779,938</b>	
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	40,910	-	-	-	40,910	
Special Ed Supplies & Materials	-	-	-	-	-	-	
Textbooks / Workbooks	-	317,555	21,330	-	-	338,885	
Supplies & Materials other	-	175,957	-	-	-	175,957	
Equipment / Furniture	-	107,117	-	-	-	107,117	
Telephone	-	147,772	-	-	-	147,772	
Technology	-	692,078	-	-	-	692,078	
Student Testing & Assessment	-	39,420	-	-	-	39,420	
Field Trips	-	177,222	-	-	-	177,222	
Transportation (student)	-	39,321	-	-	-	39,321	
Student Services - other	-	147,701	-	-	-	147,701	
Office Expense	-	154,368	-	-	-	154,368	
Staff Development	-	179,099	-	-	-	179,099	
Staff Recruitment	-	3,233	-	-	-	3,233	
Student Recruitment / Marketing	-	7,000	-	-	-	7,000	
School Meals / Lunch	-	61,121	-	-	-	61,121	
Travel (Staff)	-	1,000	-	-	-	1,000	
Fundraising	-	-	-	-	-	-	
Other	-	45,550	-	-	-	45,550	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>	<b>2,336,425</b>	<b>21,330</b>	<b>-</b>	<b>-</b>	<b>2,357,755</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	190,477	-	-	-	190,477	

**KIPP Infinity 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	17,976,555	3,037,456	-	-	-	21,014,011	
Total Expenses	15,591,815	3,175,530	-	-	2,246,666	21,014,012	
Net Income	2,384,740	(138,074)	-	-	(2,246,666)	(0)	
Actual Student Enrollment	1,146	232					
Total Paid Student Enrollment	1,135	230				1,364	Assumes paid enrollment that is 1% less than actual enrollment.
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Janitorial	43,688	-	-	-	-	43,688	
Building and Land Rent / Lease	20,183	-	-	-	-	20,183	Extended use permits
Repairs & Maintenance	24,398	-	-	-	-	24,398	
Facilities Equipment / Furniture	1,943	-	-	-	-	1,943	
Security	-	-	-	-	-	-	
Utilities	181,790	-	-	-	-	181,790	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>462,478</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>462,478</b>	
DEPRECIATION & AMORTIZATION	328,082	-	-	-	-	328,082	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	account.
<b>TOTAL EXPENSES</b>	<b>15,591,815</b>	<b>3,175,530</b>	<b>-</b>	<b>-</b>	<b>2,246,666</b>	<b>21,014,012</b>	
<b>NET INCOME</b>	<b>2,384,740</b>	<b>(138,074)</b>	<b>-</b>	<b>-</b>	<b>(2,246,666)</b>	<b>(0)</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>	<b>REGULAR EDUCATION</b>	<b>SPECIAL EDUCATION</b>	<b>TOTAL ENROLLED</b>				
New York City Enrollment	1,146	232	1,378				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
<b>TOTAL ENROLLMENT</b>	<b>1,146</b>	<b>232</b>	<b>1,378</b>				
<b>REVENUE PER PUPIL</b>	<b>15,686</b>	<b>13,092</b>	<b>-</b>				
<b>EXPENSES PER PUPIL</b>	<b>13,605</b>	<b>13,688</b>	<b>-</b>				

INF

<b>Category</b>	<b>CY Job Title</b>	<b>Total</b>
Administrative Staff	Data and Systems Manager	0.29
	Ops Associate	1.00
	School Operations	0.29
	School Operations Administrator	1.59
	School Operations Manager	1.00
	Student Affairs Associate	0.29
	Student Affairs Manager	0.29
	Student Data and Assessment Manager	0.29
<b>Administrative Staff Total</b>		<b>5.05</b>
Deans, Directors & Coordinators	Arts Department Head	0.29
	Assistant Dean of Students	0.29
	Dean	0.59
	Dean of Students	2.88
	Dean of Students/History Teacher	0.29
	Dean of Teaching & Learning	1.00
	Dean of Teaching and Learning	2.00
	Director of Upper School	1.00
	English Department Head	0.29
	History Department Head	0.29
	Instructional Coach	1.00
	Instructional Coach/Science Teacher	0.29
	Math Department Head	0.29
	PE/Health Department Head	0.29
Science Department Head	0.29	
Spanish Department Head	0.29	
<b>Deans, Directors &amp; Coordinators Total</b>		<b>11.40</b>
Executive Management	Leadership Coach	0.21
	MD	0.73
	MD of Elementary Schools	0.20
	Superintendent (all schools)	0.21
<b>Executive Management Total</b>		<b>1.35</b>
Instructional Management	AP Class Director	0.29
	AP of Students	0.29
	AP of Teaching & Learning	0.29
	Director of Academics and Counseling	0.29
	Director of College and Career Counseling	0.29
	Director of Lower School	1.00
	Director of SPED	1.00
	Director of Student Support Services	0.29
	Instructional Coach	0.29
	Principal	3.00
SPED Coordinator	1.00	
<b>Instructional Management Total</b>		<b>8.05</b>
Operation / Business Manager	Director of Operations	2.29
<b>Operation / Business Manager Total</b>		<b>2.29</b>
Other	Building Manager	0.29
	Career and Summer Program Manager	0.29
	Career Counselor	0.29
	Career Services Manager	0.29

<b>Category</b>	<b>CY Job Title</b>	<b>Total</b>
	College Counselor	1.47
	Facilities Director (Bronx)	0.23
	Program Director	1.00
<b>Other Total</b>		<b>3.87</b>
<b>Specialty Teachers</b>	Art Teacher	1.29
	Arts Teacher	0.29
	Dance Teacher	1.00
	Electives/PE Teacher	0.29
	Fashion Teacher	0.29
	Health and Physical Education Teacher	0.29
	Music Teacher	3.88
	PE and Health Teacher	0.29
	PE/Health Teacher	0.29
	Physical Ed Teacher	1.00
	Physical Education Teacher	1.00
<b>Specialty Teachers Total</b>		<b>9.93</b>
<b>Teachers - Regular</b>	1st Grade Teacher	3.00
	2nd Grade Teacher	4.00
	3rd Grade Teacher	4.00
	4th Grade Teacher	4.00
	5th Grade Math Teacher	1.00
	5th Grade Non-Fiction Studies Teacher	1.00
	5th Grade Reading Teacher	1.00
	5th Grade Writing Teacher	1.00
	6th Grade Math Teacher	1.00
	6th Grade Non-Fiction Studies Teacher	1.00
	6th Grade Reading Teacher	1.00
	6th grade Writing teacher	1.00
	7th Grade History Teacher	1.00
	7th Grade Math Teacher	2.00
	7th Grade Reading Teacher	1.00
	7th Grade Science Teacher	1.00
	7th Grade Writing Teacher	1.00
	8th Grade History Teacher	1.00
	8th Grade Math Teacher	1.00
	8th Grade Reading Teacher	1.00
	8th Grade Science Teacher	1.00
	8th Grade Writing Teacher	1.00
	Art Teacher	0.29
	Associate Teacher (Bridge)	1.00
	Athletic Director	0.29
	Dean of Teaching & Learning	1.00
	English	0.59
	English Teacher	2.64
	History	0.29
	History Teacher	2.64
	Kindergarten Teacher	4.00
	Math Teacher	2.93
	Mentee for Aaron Chilelli	1.00
	New Kinder Teacher	2.00
	Science	0.29
	Science Teacher	3.23

<b>Category</b>	<b>CY Job Title</b>	<b>Total</b>
	Spanish	0.29
	Spanish Teacher	1.76
	Teacher	0.59
	Writing Center Manager	0.29
<b>Teachers - Regular Total</b>		<b>59.13</b>
<b>Teachers - SPED</b>	1st Grade Teacher	1.00
	1st Grade Teacher (ICT)	3.00
	2nd Grade Teacher (ICT)	2.00
	3rd Grade Teacher (ICT)	2.00
	4th Grade Teacher (ICT)	2.00
	5th Grade Intervention Teacher	1.00
	6th Grade Intervention Teacher	1.00
	8th Grade Intervention Teacher	1.00
	Bridge Upper School	1.00
	Director of Special Education	1.00
	English Teacher	0.29
	Interventionist, Grade 3	1.00
	Interventionist, K-2	1.00
	Kindergarten Teacher (ICT)	1.00
	Learning Specialist	1.00
	Math Intervention Teacher	1.00
	New LS Bridge Teacher	1.00
	Reading Interventionist	1.00
	Science Teacher	1.00
	SPED Coordinator 3/4	1.00
	SPED Teacher	5.40
	SPED Teacher (Bridge)	2.00
<b>Teachers - SPED Total</b>		<b>31.69</b>
<b>Therapists &amp; Counselors</b>	Career and Summer Opportunities Counselor	0.29
	Counselor	1.88
	Director of Guidance	1.00
	Guidance Counselor	1.00
	Prevention Program Counselor	0.29
	School Psychologist (all schools)	0.21
	Social Worker	4.47
	Social Worker--SPED	1.00
	Speech Therapist	0.79
<b>Therapists &amp; Counselors Total</b>		<b>10.93</b>
<b>Grand Total</b>		<b>143.70</b>



# 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)	Yes
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Not Applicable

**2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 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

Last updated: 10/29/2015

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Page 1

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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.

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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		Chair/Board President	Yes	Finance	June 2006 - Present
2	Deborah Dauman		Trustee/Member	Yes	Media	September 2012 - Present
3	Erica Dewan		Trustee/Member	Yes	Volunteer	June 2013 - Present
4	Abigail Klem		Trustee/Member	Yes	Fashion	June 2008 - Present
5	Randy Simpson		Trustee/Member	Yes	Finance	January 2014 - Present
6	Richard Taft		Trustee/Member	Yes	Finance	June 2006 - Present
7	Brian Zied		Trustee/Member	Yes	Finance	March 2006 - Present
8	Joe Reece		Trustee/Member		Finance	June 2012 - January 2015
9	David Massey		Chair/Board President		Finance	January 2005 - March 2015
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

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

0

**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 Infinity 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 Infinity'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 Infinity 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
	73	29	17

### 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
	25	6	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](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.**

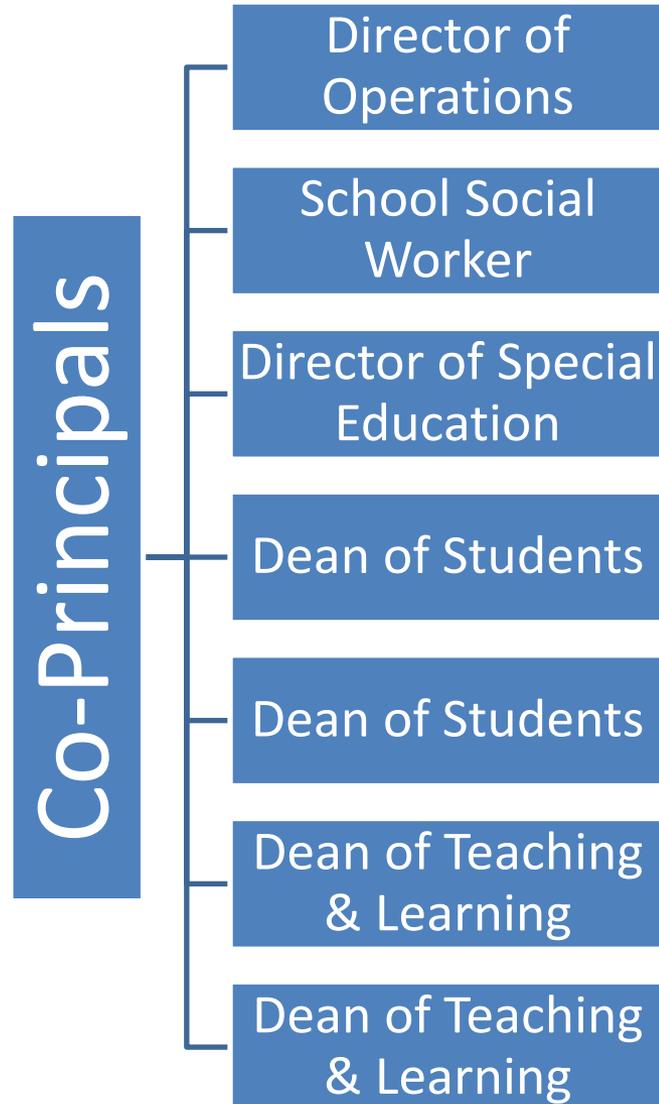
	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	24
(ii) individuals who are tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	4
(iv) individuals 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
<b>Total</b>	<b>37.0</b>

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

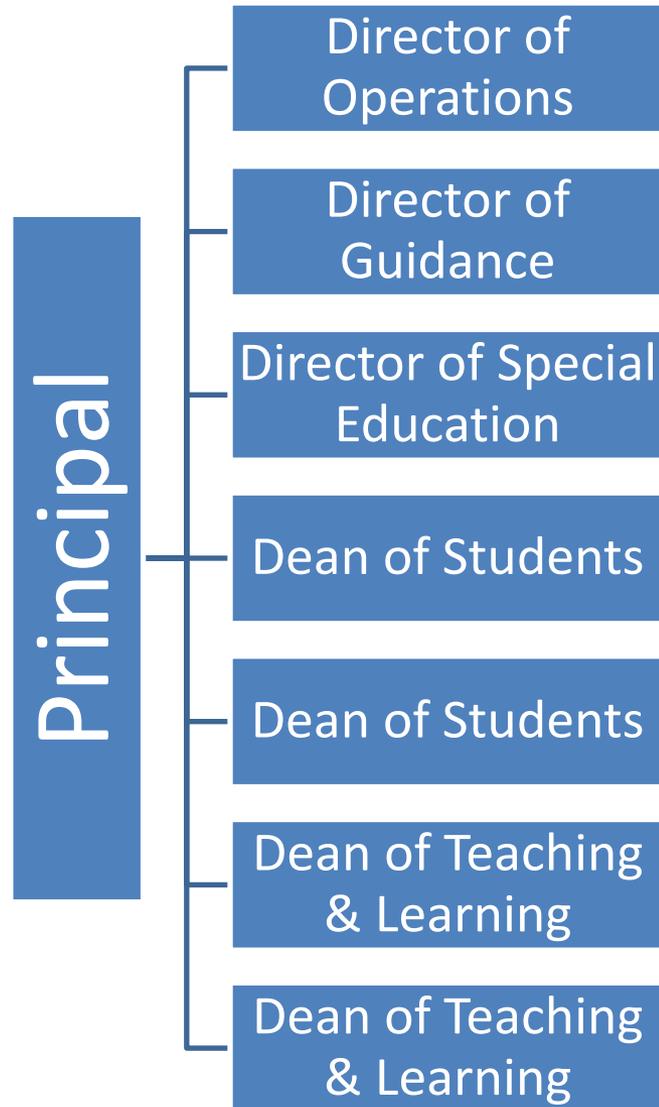
77

**Thank you.**

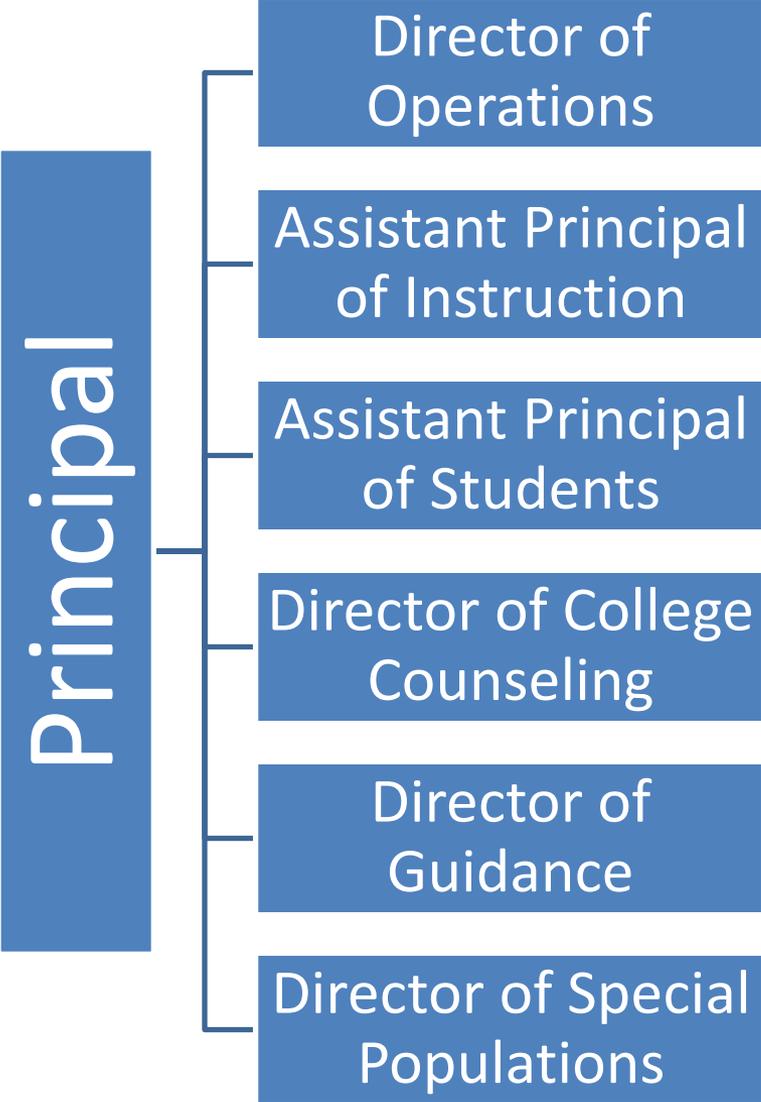
# KIPP Infinity Elementary Org Chart 2014-15



# KIPP Infinity Middle Org Chart 2014-15



# KIPP NYC College Prep High School Org Chart 2014-15



## **KIPP Infinity 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 Infinity is a college preparatory school program that begins working proactively with its students as they enter kindergarten. KIPP Infinity 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 Infinity 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 Infinity classes focus on developing students’ basic skills along with their higher order critical thinking and literacy skills. In addition, KIPP Infinity 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 Infinity 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 Infinity will continue to focus on student achievement throughout all grades.
  - 4) Power to Lead – The KIPP Infinity 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 Infinity 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 Infinity 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 Infinity grades K-12 will all focus upon strong leadership to ensure the continued growth and development of strong content areas and instructors. The KIPP Infinity 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 Infinity’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 Infinity 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 Infinity’s grades K-12 will focus upon students’ character development. All grades at KIPP Infinity 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 Infinity 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 Infinity 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 Infinity, 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 Infinity 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 Infinity’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 Infinity’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 Infinity 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 Infinity 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 Infinity high school program.
- N. Discipline Policy – The discipline policy will be consistent throughout KIPP Infinity 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 Infinity 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/d0edb8eb132c52b83>

## 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	Brian	Zied

### 2. \*Your Home Address:

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

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

--

### 5. \*E-mail Address:

--

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 INFINITY CS (NYC CHANCELLOR) 310500860883*

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

(check all that apply)

*(No response)*

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

*No*

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

No

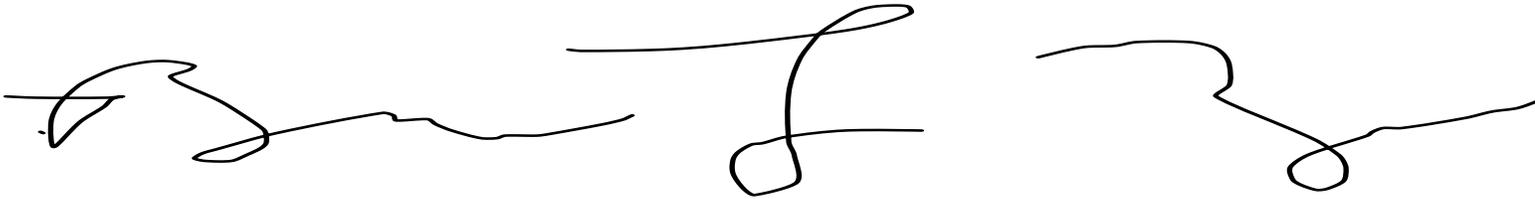
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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

Three handwritten signatures in black ink, written horizontally across the page. The first signature is on the left, the second is in the middle, and the third is on the right. Each signature is a cursive-style name.

**Thank you.**

# 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/508db79e81d427c61>

## 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	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

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### 5. \*E-mail Address:

--

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

<i>No, I am not.</i>
----------------------

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

<i>KIPP INFINITY CS (NYC CHANCELLOR) 310500860883</i>
---

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 that reads "Robert Meyer". The signature is written in a cursive style with a large, looped initial "R" and a long, sweeping tail on the "y".

**Thank you.**

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

Created Friday, September 25, 2015

Updated Sunday, September 27, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/bb38d06f6781137af5>

## 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	Deborah	Dauman

### 2. \*Your Home Address:

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

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

--

### 5. \*E-mail Address:

--

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 INFINITY CS (NYC CHANCELLOR) 310500860883*

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

(check all that apply)

*(No response)*

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

*No*

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

No

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 response)

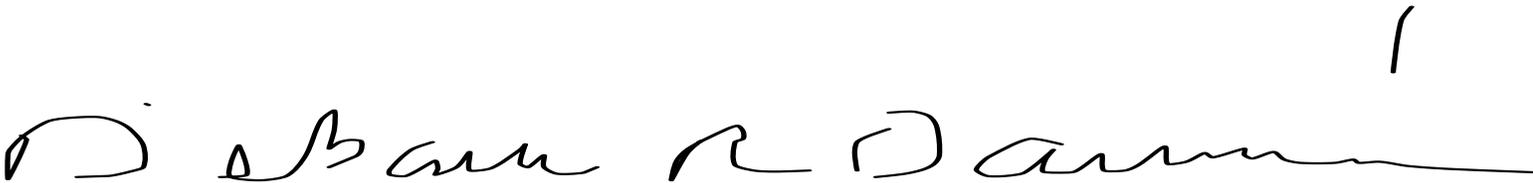
11a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1			
2			
3			
4			
5			

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



Thank you.

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

Created Monday, September 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/1ca719b6f8bba39056>

## 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	richard	taft

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	<input type="text"/>
2. *Your Home Address:   City/State	<input type="text"/>
2. *Your Home Address:   Zip	<input type="text"/>

### 3. \*Your Business Address

3. *Your Business Address   Street Address	<input type="text"/>
3. *Your Business Address   City/State	<input type="text"/>
3. *Your Business Address   Zip	<input type="text"/>

### 4. \*Daytime Phone Number:

### 5. \*E-mail Address:

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 INFINITY CS (NYC CHANCELLOR) 310500860883*

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

(check all that apply)

*(No response)*

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

*No*

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

No

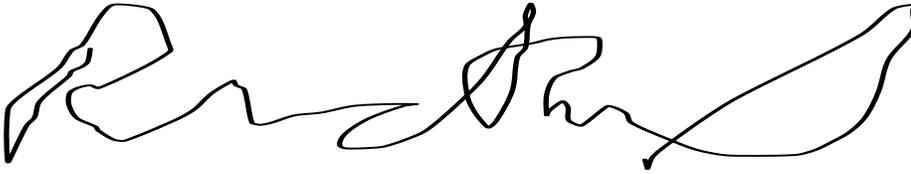
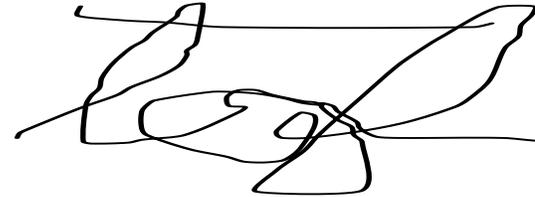
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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, consisting of several loops and a long horizontal stroke at the end.A handwritten signature in black ink, featuring a large loop and a horizontal line crossing through it.

**Thank you.**

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

Created Monday, September 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/5fab84d49754b5bbf>

## 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	Erica	Dewan

### 2. \*Your Home Address:

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

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

--

### 5. \*E-mail Address:

--

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 INFINITY CS (NYC CHANCELLOR) 310500860883*

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

(check all that apply)

*(No response)*

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

*No*

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

No

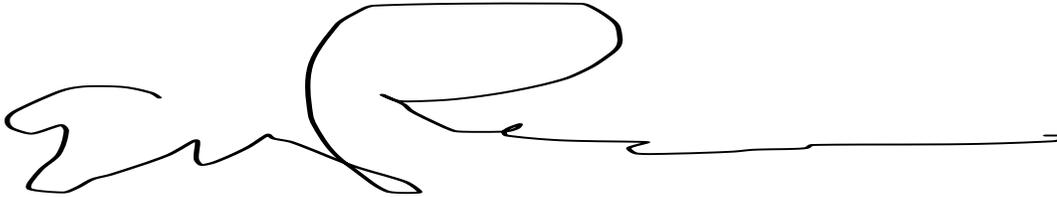
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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, consisting of a series of loops and a long horizontal stroke extending to the right.

**Thank you.**