

# Application: KIPP Infinity Charter School

Brian Choi - bchoi@kippnyc.org  
2022-2023 Annual Report

## Entry 1 School Info and Cover Page

Completed - Aug 14 2023

### Instructions

#### Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the [Annual Report Portal](#). When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2022-2023 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2023**) or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

KIPP INFINITY CHARTER SCHOOL 800000058367

### a1. Popular School Name

KIPP Infinity Charter School

**b. CHARTER AUTHORIZER (As of June 30th, 2023)**

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

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**c. School Unionized**

Is your charter school unionized?

No

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**d. DISTRICT / CSD OF LOCATION**

CSD # 5 - MANHATTAN

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**e. Date of Approved Initial Charter**

Mar 1 2005

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**f. Date School First Opened for Instruction**

Jul 1 2005

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**g. Approved School Mission and Key Design Elements**

*(Regents, NYCDOE and Buffalo BOE authorized schools only)*

As part of the national KIPP network of schools, our mission states that “Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.”

**h. School Website Address**

<https://www.kippnyc.org/schools/kipp-infinity-elementary/>

**i. Total Approved Charter Enrollment for 2022-2023 School Year**

1779

**j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment**

1783

**k. Grades Served**

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

**Responses Selected:**

k
1

2

3

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12

## I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

Yes

### I1. Charter Management Organization Name

KIPP NYC, LLC

### I2. Charter Management Organization Email Address

[aljohnson@kippnyc.org](mailto:aljohnson@kippnyc.org)

### I3. Charter Management Organization Email Phone Number

212-991-2610

## FACILITIES INFORMATION

### m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

Yes, 3 sites

### School Site 1 (Primary)

### m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	625 E 133rd St New York NY 10027	212-991-2600	NYC CSD 5		5-8	

**m1a. Please provide the contact information for Site 1.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Glenn Davis	Principal	212-991-2600		<a href="mailto:gdavis@kippnyc.org">gdavis@kippnyc.org</a>
Operational Leader	Dilcia Ceron	Director of Operations	212-991-2600		<a href="mailto:dceron@kippinfinity.org">dceron@kippinfinity.org</a>
Compliance Contact	Alicia Johnson	Chief Executive Officer	212-991-2610		<a href="mailto:aljohnson@kippnyc.org">aljohnson@kippnyc.org</a>
Complaint Contact	Alicia Johnson	Chief Executive Officer	212-991-2610		<a href="mailto:aljohnson@kippnyc.org">aljohnson@kippnyc.org</a>
DASA Coordinator					
Phone Contact for After Hours Emergencies					

**m1b. Is site 1 in public (co-located) space or in private space?**

Co-located Space

**m1c. 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	No plan to leave	No		No		Yes

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.**

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.**

**Site 1 Certificate of Occupancy (COO)**

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**Site 1 Fire Inspection Report**

*This is required, marked optional for administrative purposes.*

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**School Site 2**

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**m2. SCHOOL SITES**

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	625 E 133rd St New York NY 10027	212-991-2600	NYC CSD 5		K-4	

**m2a. Please provide the contact information for Site 2.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Maylien Herm	Principal	212-991-2600		<a href="mailto:mherm@kipppnyc.org">mherm@kipppnyc.org</a>
Operational Leader	Julie Hong	Director of Operations	212-991-2600		<a href="mailto:jhong@kipppnyc.org">jhong@kipppnyc.org</a>
Compliance Contact	Alicia Johnson	Chief Executive Officer	212-991-2610		<a href="mailto:aljohnson@kipppnyc.org">aljohnson@kipppnyc.org</a>
Complaint Contact	Alicia Johnson	Chief Executive Officer	212-991-2610		<a href="mailto:aljohnson@kipppnyc.org">aljohnson@kipppnyc.org</a>
DASA Coordinator					
Phone Contact for After Hours Emergencies					

**m2b. Is site 2 in public (co-located) space or in private space?**

Co-located Space

**m2c. 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 2	No plan to leave	No		No		Yes

**School Site 3**

**m3. SCHOOL SITES**

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	201 E. 144th St., Bronx, NY 10451	212-991-2626	NYC CSD 7		9-12	

**m3a. Please provide the contact information for Site 3.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Monica Samuels	Principal	212-991-2626		<a href="mailto:msamuels@kippanyc.org">msamuels@kippanyc.org</a>
Operational Leader	Hugh Chen	Director of Operations	212-991-2626		<a href="mailto:hchen@kippanyc.org">hchen@kippanyc.org</a>
Compliance Contact	Alicia Johnson	Chief Executive Officer	212-991-2610		<a href="mailto:aljohnson@kippanyc.org">aljohnson@kippanyc.org</a>
Complaint Contact	Alicia Johnson	Chief Executive Officer	212-991-2610		<a href="mailto:aljohnson@kippanyc.org">aljohnson@kippanyc.org</a>
DASA Coordinator					
Phone Contact for After Hours Emergencies					

**m3b. Is site 3 in public (co-located) space or in private space?**

Private Space

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.**

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

**Site 1 Certificate of Occupancy (COO)**

[COO.pdf](#)

**Filename:** COO.pdf **Size:** 1.6 MB

**Site 3 Fire Inspection Report**

*This is required, marked optional for administrative purposes.*

[Fire Inspection Report.pdf](#)

**Filename:** Fire Inspection Report.pdf **Size:** 241.6 kB

**n. List of owned, rented, leased facilities not used to educate students**

Separate by semi-colon (;)

N/A

## CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

**o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).**

*Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.*

No

## ATTESTATIONS

**p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).**

Name	Brian Choi
Position	Associate Director of Operations
Phone/Extension	212-991-2610
Email	<a href="mailto:bchoi@kippnyc.org">bchoi@kippnyc.org</a>

**q. Our signatures (Executive Director/School Leader/Head of School and Board President) 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. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

### Responses Selected:

Yes

As outlined in ENTRY 10:

Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

**Responses Selected:**

Yes

**Signature, Head of Charter School**



**Signature, President of the Board of Trustees**



**Date**

Jul 26 2023

Thank you.



**Entry 2 Links to Critical Documents on School Website**

Completed - Aug 14 2023

[Instructions](#)

**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link](#) from the school's website for each of the items:

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

## **Form for Entry 2 Links to Critical Documents on School Website**

School Name: KIPP Infinity Charter School

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**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the **link** from the school's website for each of the items:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	<a href="https://www.kippnyc.org/charter-documentation">https://www.kippnyc.org/charter-documentation</a>
2. Board meeting notices, agendas and documents	<a href="https://www.kippnyc.org/charter-documentation">https://www.kippnyc.org/charter-documentation</a>
3. New York State School Report Card	<a href="https://data.nysed.gov/essa.php?year=2022&amp;instid=800000058367">https://data.nysed.gov/essa.php?year=2022&amp;instid=800000058367</a>
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<a href="https://www.kippnyc.org/charter-documentation">https://www.kippnyc.org/charter-documentation</a>
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo)	<a href="https://www.kippnyc.org/charter-documentation">https://www.kippnyc.org/charter-documentation</a>
6. Authorizer-approved FOIL Policy	<a href="https://www.kippnyc.org/charter-documentation">https://www.kippnyc.org/charter-documentation</a>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<a href="https://www.kippnyc.org/charter-documentation">https://www.kippnyc.org/charter-documentation</a>



Thank you.

## Entry 3 Accountability Plan Progress Reports

Completed - Nov 3 2023

## Instructions



## SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, **and** into the SUNY Epicenter document management system by September 15, 2023.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### 2022-23 KIPP Infinity Charter School (APPR)

Filename: 2022-23\_KIPP\_Infinity\_Charter\_School\_APPR.pdf Size: 1.4 MB

## Entry 4 - Audited Financial Statements

Completed - Dec 8 2023

### Required of ALL Charter Schools

**ALL SUNY-authorized charter schools** must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

**ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

**PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.**

### KIPP NYC Public Charter Schools FY2023 Uniform Guidance Financial Statements

Filename: KIPP\_NYC\_Public\_Charter\_Schools\_FY\_wJNi6AB.pdf Size: 2.4 MB

## Entry 4a – Audited Financial Report Template (SUNY)

Completed - Dec 8 2023

### Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### 2022-23-Audited-Financial-Statement-Template INF Update - 113023

Filename: 2022-23-Audited-Financial-Statement\_InfUpdate.xlsx Size: 182.4 kB

## Entry 5 – Fiscal Year 2023-2024 Budget

Completed - Dec 8 2023

**SUNY-authorized charter schools** should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

**Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, 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.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### [INF SY23-24 Budget 063023](#)

Filename: INF\_SY23-24\_Budget\_063023.xlsx Size: 723.3 kB

## Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 14 2023

### Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

### [Brunson KIPP NYC Disclosure June 2023](#)

Filename: Brunson\_KIPP\_NYC\_Disclosure\_June\_2\_PYNkWhh.pdf Size: 977.4 kB

### [Kaneene KIPP NYC Disclosure June 2023](#)

Filename: Kaneene\_KIPP\_NYC\_Disclosure\_June\_2\_TkXMhhm.pdf Size: 928.8 kB

### [Kanu KIPP NYC Disclosure June 2023](#)

Filename: Kanu\_KIPP\_NYC\_Disclosure\_June\_2023\_YIn9Fhj.pdf Size: 933.9 kB

### [Mayer KIPP NYC Disclosure June 2023](#)

Filename: Mayer\_KIPP\_NYC\_Disclosure\_June\_202\_mzT2zVW.pdf Size: 931.6 kB

### [Taft KIPP NYC Disclosure June 2023](#)

Filename: Taft\_KIPP\_NYC\_Disclosure\_June\_2023\_yCb6F2q.pdf Size: 931.5 kB

## Entry 7 BOT Membership Table

Completed - Aug 14 2023

## Instructions

## **Required of ALL charter schools**

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

### **Entry 7 BOT Table**

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

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#### **Authorizer:**

Who is the authorizer of your charter school?

SUNY

**1. 2022-2023 Board Member Information (Enter info for each BOT member)**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Kange Kaneene	<a href="mailto:kange.kaneene@gmail.com">kange.kaneene@gmail.com</a>	Chair	None	Yes	2	7/1/2022	6/30/2023	11
2	Richard Taft	<a href="mailto:rtaft1@gmail.com">rtaft1@gmail.com</a>	Treasurer	Audit; Finance	Yes	7	7/1/2022	6/30/2023	10
3	Adaobi Kanu	<a href="mailto:adaobikanu@gmail.com">adaobikanu@gmail.com</a>	Trustee/Member	Audit; Finance	Yes	2	7/1/2022	6/30/2023	5 or less
4	Gwendolyn Brunson	<a href="mailto:gbrunson@probation.nyc.gov">gbrunson@probation.nyc.gov</a>	Trustee/Member	None	Yes	10	7/1/2022	6/30/2023	9
5	Rafael Mayer	<a href="mailto:rafael.mayer@gmail.com">rafael.mayer@gmail.com</a>	Trustee/Member	Audit; Finance	Yes	10	7/1/2022	6/30/2023	10
6									
7									
8									
9									

**1a. Are there more than 9 members of the Board of Trustees?**

No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2023	5
b. Total Number of Members Added During 2022-2023	0
c. Total Number of Members who Departed during 2022-2023	1
d. Total Number of members, as set in Bylaws, Resolution or Minutes	5

## 3. Number of Board meetings held during 2022-2023

12

## 4. Number of Board meetings scheduled for 2023-2024

12

## Total number of Voting Members on June 30, 2023:

5

## Total number of Voting Members added during the 2022-2023 school year:

0

Total number of Voting Members who departed during the 2022-2023 school year:

1

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

5

Thank you.

## Entry 9 Enrollment & Retention

Completed - Aug 14 2023

### [Instructions for submitting Enrollment and Retention Efforts](#)

#### **Required of ALL Charter Schools**

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2023-2024.

#### **\*SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

## Entry 9 Enrollment and Retention of Special Populations

**Good Faith Efforts to Meet Recruitment Targets (Attract)**

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	Our recruiting efforts specifically target students in high need communities in New York City, and employ efforts that we have found to be effective in enrolling students in these populations. Moreover, our lottery process gives a preference to students eligible for the free and reduced price lunch program.	Our recruiting efforts specifically target students in high need communities in New York City, and employ efforts that we have found to be effective in enrolling students in these populations. Moreover, our lottery process gives a preference to students eligible for the free and reduced price lunch program.
English Language Learners	To specifically target families with limited English proficiency we recruit using bilingual materials and bilingual staff members.	To specifically target families with limited English proficiency we recruit using bilingual materials and bilingual staff members.
Students with Disabilities	KIPP NYC actively wants to serve all students. Our schools are not designed to supports students in 12:1:1 settings, but we details the services we can provide to families. Specifically, we have ICT and SETSS programs, certified Special Education teachers, KIPP NYC speech and language therapists providing response to intervention services, and contract with the DOE/CSE for additional mandated services.	KIPP NYC actively wants to serve all students. Our schools are not designed to supports students in 12:1:1 settings, but we details the services we can provide to families. Specifically, we have ICT and SETSS programs, certified Special Education teachers, KIPP NYC speech and language therapists providing response to intervention services, and contract with the DOE/CSE for additional mandated services.

**Good Faith Efforts To Meet Enrollment Retention Targets**

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	<p>KIPP is focused on retaining all students. We provide high quality and highly structured educational programming tailored to the needs of students. 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.</p> <p>Furthermore we leverage best practices from KIPP schools across the country to increase student retention.</p>	<p>KIPP is focused on retaining all students. We provide high quality and highly structured educational programming tailored to the needs of students. 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.</p> <p>Furthermore we leverage best practices from KIPP schools across the country to increase student retention.</p>
English Language Learners	<p>Our efforts to retain ELL students are in line with our efforts to retain all students. In addition, parents and families are kept informed of their child's performance and progress through periodic, bilingual communications. Our ELLS are placed in specialized, evidence based reading programs to ensure they make progress in literacy. ELL students work with trained speech and language therapists.</p>	<p>Our efforts to retain ELL students are in line with our efforts to retain all students. In addition, parents and families are kept informed of their child's performance and progress through periodic, bilingual communications. Our ELLS are placed in specialized, evidence based reading programs to ensure they make progress in literacy. ELL students work with trained speech and language therapists.</p>
Students with Disabilities	<p>Our efforts to retain students with disabilities are in line with our efforts to retain all students. As a results of our retention rates for students with disabilities is generally in line with students who have not been classified as having a disability</p>	<p>Our efforts to retain students with disabilities are in line with our efforts to retain all students. As a results of our retention rates for students with disabilities is generally in line with students who have not been classified as having a disability</p>

**Entry 10 – Teacher and Administrator Attrition**



# **Form for "Entry 10 – Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation**

## A. TEACH System – Employee Clearance

### Required of ALL Charter Schools

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

#### 1. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

<sup>[1]</sup> Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employee-fingerprint-oct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

## B. Emergency Conditional Clearances

### Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

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### Attestation

#### Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## Entry 13 School Calendar

Completed - Aug 14 2023

[Instructions for submitting School Calendar](#)

### Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### 2023-2024 School Calendar

Filename: 2023-2024\_School\_Calendar\_y3Djij2.pdf Size: 768.3 kB

## Optional Additional Documents to Upload (BOR)

Incomplete

**KIPP Infinity Charter School**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

Nov 3, 2023

By Shawnae Montagueo & Brian Choi

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718-943-3710



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Shawnae Montagueo and Brian Choi prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Kange Kaneene	Chair	None
Richard Taft	Treasurer	Audit Committee, Finance
Gwendolyn Brunson	Trustee/Member	None
Ann-Janette Fuentes	Trustee/Member	None
David Levin (in process)	Trustee/Member	TBD

**Glenn Davis has served as the KIPP Infinity MS since 2017.**

**Maylien Herm has served as the school leader of KIPP Infinity ES since 2019.**

**Monica Samuels has served as the school leader of KIPP College Prep High School since 2021.**

## SCHOOL OVERVIEW

**Mission.** The KIPP NYC mission is to work together with families and the community to create joyful and academically excellent schools that prepare students with the skills and confidence to pursue paths of their choosing. This August we will welcome over 8,000 students in grades K-12 back to school in pursuit of those pathways. In addition to the work we are doing K-12, we continue to make significant investments to provide support to over 2,300 KIPP NYC alumni in high school, college and beyond. With over 1,000 staff at KIPP NYC, we remain dedicated to making our organization an employer of choice and supporting our staff in doing their best work while supporting high quality life outcomes for our students. Since its earliest founding, KIPP has operated on the foundation of a shared commitment between school, community and dedicated staff working at all levels of our organization.

### **Desired impact.**

We focus on results – academic gains, socio-emotional development, career preparation skills, and the outcomes that ultimately matter most for our children: graduating from high school and college, embarking on a career, and becoming self-sufficient and happy. We work to dramatically increase the percentage of our alumni graduating from college with a B.A. degree (within six years). Our goal is to match the rate at which students in the highest income quartile complete college. We are one of the only charter school networks across the country committed to this long-term view. We have set the following additional goals for our students:

- 95% graduate from high school
- 85% matriculate to college
- 75% graduate from a four-year college within six years
- 70% of our KIPP alumni are employed

As KIPP NYC considers how we want to grow in pursuit of increasing academic outcomes for students we have begun with the idea that for our organization to grow we must begin to look at student success through a wider perspective. We have undergone a multi-year process of research and reflection which has resulted in the development of a set of Graduate Aims that form the foundation of our organization's work into the future. As we consider both our past success and current opportunities, our strategy for moving forward is informed by the holistic vision of the academic and adaptive skills we are seeking to develop in each student who attends a KIPP school in New York City.

### **Graduate Aims:**



The Graduate Aims were developed through a two-year community-driven, research-based process

The following eight Approaches will further the Graduate Aims outlined above. These strategies are central to how KIPP NYC will pursue continued growth. Our Graduate Aims work will focus on these eight key approaches - two of them are more methodological in nature, and the other six approaches focus on inside and outside of the classroom experiences and structures that drive holistic student development. The approaches are:

- 1. Project Based Capstones:** Culminating projects at key points during the KIPP NYC education program through which students apply the skills and knowledge gained in project based units to improve their communities, explore personal interests and more deeply consider core academic topics
- 2. Classroom Debate:** Written and oral debate rooted in fact based analysis of topics, including developmentally appropriate social justice issues, across KIPP NYC subjects
- 3. Financial Literacy:** Financial literacy skills and knowledge taught to all students at KIPP NYC College Prep High School
- 4. Advisory:** A region wide advisory period in which different strategies are used to support students to understand themselves and others, develop and work towards goals, and build community
- 5. Culturally responsive pedagogy:** Methodologies and curricula that center and affirm student cultures, promote high expectations and positive identity development for all students, and enable students to develop and practice critical consciousness across KIPP NYC
- 6. SEL informed pedagogy:** Methodologies that integrate and cultivate social emotional learning (SEL) competencies throughout a student’s experience at KIPP NYC



7. **Student leadership and community engagement:** Student leadership opportunities and community action initiatives that enable students to re-envision and improve their communities, within and outside of KIPP NYC
8. **Extracurricular programming:** Extracurricular programming during or after school through which students can explore interests, practice leadership, build community, and in some instances, plan and execute on long-term projects

In 2022-23, KIPP NYC continued to focus on addressing learning loss due to the pandemic that has been a significant factor in our education program for a portion of the charter term. KIPP will continue to address these challenges in the upcoming school year and throughout the following charter term.

In our K-8 academic Tier 1 program, we continue to identify grade-level priority standards and replace non-priority standards once a week with a responsive day. On this day, students either go deeper and extend their learning on priority lessons and/or engage in in-the-moment remediation to provide access to grade level material in the upcoming lessons. These instructional decisions are based on rigorous, curriculum-aligned, and regionally normed formative assessments.

In our middle schools, Intervention Blocks will continue to be part of the school schedule in each school. This time is split between math intervention and literacy intervention, and is differentiated so that only students requiring one or both of these interventions need to attend. For math, we use a combination of teacher-driven lessons from the iReady curriculum, the online iReady platform, and teacher-created materials to remediate where needed and to pre-teach prerequisite skills that students need in order to be successful on upcoming Tier 1 lessons. For literacy, students reading 3 grades below grade level, students are tested on DIBELS and based on their placement participate in small group intervention using the Amplify DIBELS mClass suite or Orton Gillingham.

In our elementary schools, students continue to receive intervention within the core classroom and outside of it, as needed. Our students continue to receive guided reading, and this year we committed to training all of our teachers on Success for All (SFA), which is our core phonics program. We continue to leverage SFA in K-4 so that all teachers can address remedial reading needs for students who have not mastered decoding and fluency. Last year we piloted the DIBELS program in Kinder, 1st and 2nd grade in several schools which provided a greater ability to assess and monitor progress on fluency and phonemic awareness and address deficits early. We will be expanding this program to all of our Kinder-2nd grade students in 2023-24. We also piloted iReady reading in middle school. Building on the success of the iReady math program, we are hoping that iReady reading will provide a meaningful, consistent reading metric for all middle school students to monitor progress toward grade level mastery. Additionally, iReady reading will provide more actionable data as well as resources to support middle schools students in reading intervention, which will help us remediate reading learning loss in our middle school students. In math, we continue our focus on core instruction using Eureka and CGI, and have also built in structured time where possible for students to use Zearn, which is an online learning platform that targets students' math instruction at the point of highest need.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Across the board in grades K-12, KIPP NYC continues to focus on the Power of Two and maximizing the potential of our co-teaching structures. We continue to focus coaching and professional development on this both regionally and at the school-based level, so that all of our co-teaching pairs develop a deeper fluency with different models for co-teaching. We continue to focus on how to maximize the opportunities to provide in-the-moment remediation, to pre-teach prerequisite concepts, and use student data to drive intervention, groupings, and co-teaching models for instruction in all of our co-taught classrooms.

### ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	97	115	97	103	100	100	92	94	94	282	290	207	222	1893
2021-22	104	89	109	91	102	99	94	92	90	297	290	174	217	1848
2022-23	101	107	87	109	90	99	98	94	90	236	296	185	211	1813

### HIGH SCHOOL COHORTS

#### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2020-21	2017-18	2017	237	0	237
2021-22	2018-19	2018	309	6	303
2022-23	2019-20	2019	225	5	220

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9<sup>th</sup> grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	233	4	237
2021-22	2018-19	2018	238	0	238
2022-23	2019-20	2019	225	5	230

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	244	12	256
2021-22	2017-18	2017	233	4	237
2022-23	2018-19	2018	232	6	238

### PROMOTION POLICY

Students at KIPP NYC College Prep can graduate with a Regents or Advanced Regents Diploma. Our school places emphasis on completing the required coursework and tests to earn an Advanced Regents Diploma, based on the belief that students meeting this higher standard will be prepared to successfully enroll and pass entry-level college courses by graduation, without remediation. In order to graduate with a Regents or Advanced Regents Diploma, students must complete 22 credits (1 credit = 1 year) in the following courses:

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Courses & Number of Credits

English & Language Arts 4  
Mathematics 3  
Science 3  
Social Studies 4  
Language other than English 1 (3 for Adv. Regents)  
Visual & Performing Arts 1  
Physical Education 2  
Health 0.5  
Electives of Choice 3.5 (1.5 for Adv. Regents)

In addition to these credit requirements, to receive a Regents Diploma, students must pass five Regents Exams with a 65 or above (English, Math, Global History, US History and Science). To receive an Advanced Regents Diploma, students must pass nine New York State Regents Exams with a 65 or above (English, three Math, Global History, US History, two Science, and Language Other Than English)

KIPP NYC College Prep sets our special College Prep Diploma graduation requirements to exceed the New York State requirements (22 credits and a 65 passing for both courses and Regents Exams) based on the belief that students meeting our higher standards will be prepared to successfully enroll and pass entry-level college courses by graduation, without remediation.

## GOAL 1: HIGH SCHOOL GRADUATION

95% high school graduation within 5 years of starting HS.

### Graduation Goal Measure 1 - Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	248	98%
2022	208	91%

### Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

### Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2019	2020-21	241	84%
2020	2021-22	244	95%
2021	2022-23	248	87.5%

### Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

The school's graduation requirements appear in this document above the graduation goal.

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	237	220	93%
2018	2021-22	303	282	93%
2019	2022-23	220	189	86%

### Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	256	243	95%

<sup>1</sup> These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2021-22	237	228	96%
2018	2022-23	305	289	95%

### Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	237	220	93%	District 5: 835 District 6: 1341 District 17: 1738	District 5: 79% District 6: 85% District 17: 82%
2018	2021-22	303	282	93%	District 5: 743 District 6: 1266 District 17: 1711	District 5: 81% District 6: 86% District 17: 84%
2019	2022-23	220	189	86%	District 5: N/A District 6: N/A District 17: N/A	District 5: N/A District 6: N/A District 17: N/A

### Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

### Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

<sup>2</sup> Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

<sup>3</sup> As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
English	220	220	100%
Algebra	220	218	99%
Biology	220	218	99%
Overall	220	218	99%

### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	295	92%
2018	2021-22	304	98%
2019	2022-23	220	99%

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

As you can see from the data, the high school was able to meet or exceed all of the goals related to credit accumulation, Regents outcomes and graduation. This is through a combination of strong academic performance, consistent support for students who need it, and waivers in areas that were most impacted by the COVID crisis, which allowed for some flexibility for our school to meet the needs of students.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Yes 95%
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Yes 87.5%
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes 86%
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Yes 95%
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	<b>TBD</b>

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Yes 29%
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### EVALUATION OF THE GRADUATION GOAL

As you can see from the data, the high school was able to meet or exceed all of the goals related to credit accumulation, Regents outcomes and graduation. This is through a combination of strong academic performance, consistent support for students who need it, and waivers in areas that were most impacted by the COVID crisis, which allowed for some flexibility for our school to meet the needs of students.

### ADDITIONAL CONTEXT AND EVIDENCE

We are proud of how consistent we have been in meeting our regents goals each year. In addition to the regents exams required by the state, we have students go on to take geometry, algebra 2, chemistry and physics. We also have a large number of students take the SPANISH city-wide exam. The additional exams offered at KIPP NYC College Prep have pushed our Pathway Exam percentage to exceed 90%.

### ACTION PLAN

This year, we saw a decrease in the number of students that passed 3 regents exams. For half of our students (9th and 10th grade), last year was the first time in 3 years that they were required to sit for a high stakes examination. Cohort 2020 (our current 12th graders) struggled the most with the transition back to in person instruction. We continue to offer extra support through credit recovery, tutoring, and mentoring this year for this cohort. We will be tracking their progress regularly and will continue supporting them as they work to pass all of their regents exams.

## GOAL 2: COLLEGE PREPARATION

KIPP NYC has set ambitious goals for our students: 95% will graduate high school, 85% will matriculate to college, and 75% will graduate from college.

### COLLEGE PREPARATORY COURSEWORK

We encourage our students to take the most rigorous courses possible.

We offer the following 14 Advanced Placement courses starting their freshmen year: Biology, Calculus AB\*, Calculus BC\*, Computer Science, English Language, English Literature, English Seminar, Government, Psychology, Spanish Language, Statistics\*, Studio Art, US History, and World History.

\*Denotes AP classes that earn 2 credits. \*\* Denotes AP classes that earn 0.5 credits.

Honors Level Courses: We offer the following 12 honors level courses starting their freshman year in Algebra 1 and 2, Biology, Chemistry, English 1 and 2, Geometry, Global History 1, Physics, Precalculus, and Spanish 2 and 3.



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Dual Enrollment Courses: We work with several partner institutions to offer Dual Enrollment classes across a variety of subjects. We are currently working with SUNY Albany, SUNY Broome, Syracuse University, Howard University, University of Pennsylvania, SUNY Westchester Community College, and Arizona State University. The Class of 2023 has had the opportunity to take 12 Dual Enrollment courses starting their freshman year in College Psychology, College Writing, Computer Science, Earth Science, Film Analysis, Hispanic Literature, Honors Precalculus, Latin American History and Culture, Precalculus, SUPA Biology, SUPA Personal Finance and Universal Justice.

Pre-College and College Now Coursework: Over 10% of the Class of 2023 has participated in pre-college programs on college campuses or virtually. In partnership with CUNY, a select number of students have enrolled in college-credit courses through CUNY College Now. Additionally, many students engaged in college-level coursework at top tier universities across the country this summer, and through this exposure, many plan to apply for undergraduate admission.

### College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

### Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

<sup>4</sup> Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Scored a 3+ on an AP Exam	210	66	31%
Completed a College Level Course	210	199	95%
Graduated with an Advanced Diploma	210	62	30%
Overall	210	200	95%

### College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

#### Matriculation Rate of Graduates by Year<sup>5</sup>

Cohort	Graduation Year	Number of Graduates	Number Enrolled in 2 or 4-year	Matriculation Rate
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<sup>5</sup> Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	Program in Following Year (b)	$=[(b)/(a)]*100$
2017	2020-21	284	237	83.45%
2018	2021-22	287	256	89.20%
2019	2022-23	269	233	86.62%

### SUMMARY OF THE COLLEGE PREPARATION GOAL

There is extensive preparation in 9th and 10th grade English and Algebra classes so that students are able to take and pass the Regents and meet the college ready benchmark. Students who don't meet the benchmark are placed in courses (either in summer school or in the next school year) that provide specific supports to students. In our College and Career Readiness classes, students receive SAT preparation, in addition to prep they receive through a tutoring partnership, and are scheduled to take several mocks before sitting for the official SAT in the Spring of their junior year. Because GPA is the #1 CR indicator that impacts students' admissions into 2/4 yr. colleges, students and families are provided with detailed information about how cumulative GPAs are calculated over the course of their four years in HS. Students work with their college and career counselors and counselors in 11th and 12th grade to review their transcripts and make plans to meet their academic goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	95%
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

### EVALUATION OF THE COLLEGE PREPARATION GOAL

Our college matriculation rate into both two- and four-year programs continues to exceed our goal of 75%. The Class of 2023 exceeded this goal by 11.62%. The majority of our graduates do plan to pursue college immediately after high school. 74% of our college-bound graduates are enrolling in Bachelor's programs this Fall. These plans are confirmed by our senior college and workforce development counselors in the one-on-one commitment meetings we host with each of our families in the Spring, and then through our ongoing support of their transition work through the summer. Our KIPP Forward Success Team will confirm Fall enrollments through the National Student Clearinghouse in October.

The 13% of graduates who are not planning on attending college do have plans to enroll in professional certification programs in their industry of choice, or enlist in the military. 17 2023 graduates earned professional certifications while in high school through our workforce development program and counseling.

All of our graduates have solidified strong postsecondary plans aligned with their goals due to the intensive, supportive counseling they receive, and the low 60:1 student to college/workforce development counselor ratio.

### ADDITIONAL CONTEXT AND EVIDENCE

Throughout the pandemic we have seen an increase in the number of students who want to stay at home and attend a CUNY school, as well as an increase in the number of students who want to pursue a CTE route directly after high school. We are increasing our training for all counselors on CTE options and stacking credentials with a mindful lens of how we as a community can value all pathways, while supporting students to have all of the information necessary as well as the skills they need to be successful and make their choice for the post-secondary option that will allow them to be most successful. We have also made the change to have senior year college and workforce development counselors continue to support students through May, June, and the summer to support their transition work and reduce melt, as these counselors have strong relationships with students and families.

### ACTION PLAN

Throughout the pandemic we have seen an increase in the number of students who want to stay at home and attend a CUNY school, as well as an increase in the number of students who want to pursue a CTE route directly after high school. We are increasing our training for all counselors on CTE options and stacking credentials with a mindful lens of how we as a community can value all pathways, while supporting students to have all of the information necessary as well as the skills they need to be successful and make their choice for the post-secondary option that will allow them to be most successful. We have also made the change to have senior year college and workforce development counselors continue to support students through May, June, and the summer to support their transition work and reduce melt, as these counselors have strong relationships with students and families.

## GOAL 3: ENGLISH LANGUAGE ARTS

**Elementary ELA SY 22-23 goal:** Every student will meet their individual growth goal in DIBELS for GK-1. For G2-4, students should make 100% of their typical growth goal in iReady and meet their individual proficiency goal on the NYS ELA assessment in G3-4. Our overall proficiency goals on NYS ELA are 67% in G3 and 61% in G4.

**MS ELA SY 22-23 goal:** Students will demonstrate, on average, a 75% average on their End of Year Assessment and will make the equivalent of 1 year's worth of reading growth according to the STAR Reading assessment. We also set individual NYS test proficiency goals for each school/grade based on student reading level data and prior years' proficiency. Our overall proficiency goals on NYS ELA are: 62% proficiency in G5, 54% proficiency on G6, 60% proficiency on G7, and 67% proficiency on G8.

### BACKGROUND

**K-8 ELA Program** - Based on assessment data, as well as feedback from students, teachers, and leaders, the K-8 ELA team developed four long-term curricular goals. These goals will shape the SY21-22, SY 22-23, and SY 23-24 curriculum revisions. The goals are: (1) Durability: K-8 Literacy Curriculum will be a

durable curriculum that minimizes the need for duplicative work across the organization and over time. (This goal includes work on tightening vertical alignment K-8.) (2) Culturally Responsive-Sustaining Education: K-8 Literacy Curriculum will affirm and center our students' identities by honoring the varied experiences, histories, and perspectives of our students and providing opportunities to connect across differences. (3) Supportiveness: K-8 Literacy Curriculum will support all teachers, regardless of their level of expertise or experience, and push them to the top of their practice. (4) Collaboration: K-8 Literacy Curriculum will evolve through deliberate, ongoing collaboration between curriculum designers, teachers, leaders, students, and families. - Text Selection: In fall 2020, nine K-8 teachers and leaders opted into a text selection working group to develop a clear criteria for the selection and incorporation of shared texts into our curriculum. In spring 2021, we used this framework to audit our existing curriculum, identifying texts that needed to be removed and potential places for the addition of new texts. In SY 22, we will continue to update texts using the text selection criteria and in ES to ensure more alignment between reading and writing including mentor texts that better bridge the two curricula together.

**Elementary School ELA** Elementary Schools focused on better aligning our existing KIPP NYC Wheatley curriculum using the KIPP Foundation Wheatley curriculum as a baseline. For the 2022-2023 school year, elementary schools had a more robust and aligned curriculum based on the revisions on the KIPP NYC Wheatley curriculum. Furthermore, we aligned KIPP NYC Wheatley thematically or genre-based with our Writer's Workshop curriculum to create a more aligned ELA block. In addition, we continued our focus on Success for All for our foundation literacy and using our STEP data and SFA progress monitoring data to better tailor our guided reading program.

**Middle School ELA** We used a custom KIPP NYC Wheatley (reading) and Baldwin (writing) curriculum. These are not to be confused with the KIPP Foundation's Wheatley curriculum. These curricula are designed to engage students in the three primary genres of text (narrative, informational, and argumentative) and to develop transferable and authentic literacy practices. They are aligned with the Next Generation Learning Standards and have been designed with principles of culturally responsive pedagogy and differentiation practices at the center. No significant changes to these curricula were made in SY22-23, except for the expansion of Wheatley unit options, enabling schools to choose between multiple core unit texts for each unit offering. - To support the experience of students with specialized learning needs, we used an online learning platform called Learning Ally to ensure every student had access to the audio version of their core unit novels. We also prioritize developing integrated co-teaching practices.

## RESULTS AND EVALUATION

**Elementary ELA Reading Data** At the end of the 2022-2023 school year, 51% of students were at grade level on reading according to STEP and DIBELS. 57% of students grew at least one year (3 STEP levels) this past year. While only 17% of students with IEPs are on grade level at the end of the 2022-23 school year, 48% of students with IEPs made a year's worth of growth indicating that SpEd students are growing at similar rates as their general education peers. On the NYS ELA assessment, 57% of our G3 students scored proficient while in G4, 62% of our students scored proficient.

**Middle School ELA** We administered several common assessments across our ELA program. At the end of every unit, we administer a common performance assessment (CPA) that requires students to apply the skills they learned in their most recent reading unit to a new, on-grade-level text. Our results for both Unit 1 (fiction) and Unit 2 (nonfiction) suggest we outperformed our pre-pandemic (19-20) levels of mastery and demonstrated both YOY and cohort growth. Similarly, in Writing, we use common rubrics to assess student writing in various genres. Cumulative writing data from across the year suggest that

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our students are performing about 20% better than they did last school year on their process pieces. Finally, we again administered our End-of-Year ELA assessment, an assessment designed with input from the community and intentionally crafted as an authentic assessment. Overall, we grew 3% from SY21-22, although the 7th and 8th grade cohorts demonstrated much more significant growth from their performance in the previous school year. On the NYS test, MS ELA continued to demonstrate progress, with 54% of grades 5-8 students performing proficient or advanced (+1% from last school year). 28 out of 32 cohorts across our nine middle schools demonstrated growth in proficiency levels from their previous school year, while 21 out of 32 cohorts demonstrated progress in reducing the number of students performing at a Level 1.

### ELEMENTARY AND MIDDLE ELA

#### ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	101	0	4	2	0	0	0	105
4	83	0	5	2	0	0	0	88
5	94	0	4	3	0	0	0	98
6	89	0	5	4	0	0	2	96
7	88	0	3	1	0	0	1	92
8	87	0	3	3	0	0	0	90
All	542	0	24	15	0	0	3	569

Performance on 2022-23 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>6</sup>

<sup>6</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	101	65	64%	94	60	64%
4	83	60	72%	78	59	76%
5	94	47	50%	88	46	52%
6	89	42	47%	85	41	48%
7	88	58	66%	87	57	66%
8	87	60	69%	85	60	71%
All	542	332	61%	517	323	62%

### ELA Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>7</sup>

### 2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency
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<sup>7</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	64%	94	34%	498
4	76%	78	35%	452
5	52%	88	30%	485
6	48%	85	30%	503
7	66%	87	37%	566
8	71%	85	42%	644
All	62%	517	35%	3148

### ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>8</sup>

### 2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>9</sup>		Effect Size
		Actual	Predicted	
3	84.6	67.4	34.8	1.67
4	88.2	54.3	28.1	1.53
5	90.9	43.2	23.8	1.25
6	88.3	58.4	45.4	0.77

<sup>8</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

<sup>9</sup> Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>9</sup>		Effect Size
		Actual	Predicted	
7	89.1	60.7	36.8	1.43
8	91.1	53.0	39.5	0.78
All	88.7	56.0	34.5	1.25

### ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### ELA INTERNAL EXAM RESULTS

**Elementary ELA:** Reading is measured through DIBELS in Grades Kindergarten and First Grade. Majority of our schools are piloting DIBELS this year in G2-4 and we are also supplementing G2-4 with iReady ELA to provide a beginning of year proficiency status and to generate growth goals by students. We also provide two ELA IAs during the year in addition to exit tickets and end of module assessments in our Tier 1 Reading Curriculum (Wheatley).

**Middle ELA:** In addition to the exit tickets and end of unit assessments (CPA) and published writing pieces within our tier 1 ELA curriculum. We have internal IAs for ELA. This year we also launched iReady ELA in G5-8 to ensure that every student has a grade level equivalency and growth goal that will be progress monitored using iReady three times during the year. We also have an Authentic end of year ELA assessment that is in two parts: 1) Portfolio and 2) Guided Research

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA:

2022-2023 KIPP NYC Elementary School Student Growth by Number of Years		
Kindergarten	KIPP NYC	KIPP Infinity ES
< 1 Step (<1/3 year of growth)	2%	DIBELS Pilot
1 Steps (1/3 year of growth)	3%	DIBELS Pilot
2 Steps (2/3 year of growth)	6%	DIBELS Pilot
3 Steps (1 year of growth)	21%	DIBELS Pilot
4+ Steps (1 1/3 year+ of growth)	68%	DIBELS Pilot

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

1st Grade	KIPP NYC	KIPP Infinity ES
< 1 Step (<1/3 year of growth)	1%	2%
1 Steps (1/3 year of growth)	13%	11%
2 Steps (2/3 year of growth)	30%	34%
3 Steps (1 year of growth)	28%	25%
4+ Steps (1 1/3 year+ of growth)	27%	27%
2nd Grade	KIPP NYC	KIPP Infinity ES
< 1 Step (<1/3 year of growth)	3%	5%
1 Steps (1/3 year of growth)	14%	20%
2 Steps (2/3 year of growth)	31%	34%
3 Steps (1 year of growth)	27%	20%
4+ Steps (1 1/3 year+ of growth)	26%	20%
3rd Grade	KIPP NYC	KIPP Infinity ES
< 1 Step (<1/3 year of growth)	4%	2%
1 Steps (1/3 year of growth)	16%	16%
2 Steps (2/3 year of growth)	25%	23%
3 Steps (1 year of growth)	26%	29%
4+ Steps (1 1/3 year+ of growth)	28%	30%
4th Grade	KIPP NYC	KIPP Infinity ES
< 1 Step (<1/3 year of growth)	11%	1%
1 Steps (1/3 year of growth)	18%	11%
2 Steps (2/3 year of growth)	24%	22%
3 Steps (1 year of growth)	17%	13%
4+ Steps (1 1/3 year+ of growth)	29%	53%

### SUMMARY OF THE ELA GOAL

Elementary ELA Reading is measured through DIBELS in Grades Kindergarten and First Grade. Majority of our schools are piloting DIBELS this year in G2-4 and we are also supplementing G2-4 with iReady ELA to provide a beginning of year proficiency status and to generate growth goals by students. We also provide two ELA IAs during the year in addition to exit tickets and end of module assessments in our Tier 1 Reading Curriculum (Wheatley).

#### Middle ELA

- Formative assessments: Exit tickets of "essential" or prioritized lessons
- Interim assessments
- 2x/year, designed to mimic the NYS exam - CPAs (end of unit assessments)
- Baldwin (writing) published pieces, scored on internally developed rubrics
- Authentic End-of-Year ELA Assessment in two parts: 1) Portfolio, and 2) Guided Research and Writing.

These assessments were internally developed by members of the 3-8 ELA Assessment Working Group, in consultation with current assessment research and best practice.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No, 62%
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes, 62% (INF) vs. 35% (District)
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

**EVALUATION OF ELA GOAL**

**Elementary ELA Reading Data** At the end of the 2022-2023 school year, 51% of students were at grade level on reading according to STEP and DIBELS. 57% of students grew at least one year (3 STEP levels) this past year. While only 17% of students with IEPs are on grade level at the end of the 2022-23 school year, 48% of students with IEPs made a year's worth of growth indicating that SpEd students are growing at similar rates as their general education peers. On the NYS ELA assessment, 57% of our G3 students scored proficiency while in G4, 62% of our student scored proficient.

**Middle School ELA** We administered several common assessments across our ELA program. At the end of every unit, we administer a common performance assessment (CPA) that requires students to apply the skills they learned in their most recent reading unit to a new, on-grade-level text. Our results for both Unit 1 (fiction) and Unit 2 (nonfiction) suggest we outperformed our pre-pandemic (19-20) levels of mastery and demonstrated both YOY and cohort growth. Similarly, in Writing, we use common rubrics to assess student writing in various genres. Cumulative writing data from across the year suggest that our students are performing about 20% better than they did last school year on their process pieces. Finally, we again administered our End-of-Year ELA assessment, an assessment designed with input from the community and intentionally crafted as an authentic assessment. Overall, we grew 3% from SY21-22, although the 7th and 8th grade cohorts demonstrated much more significant growth from their performance in the previous school year. On the NYS test, MS ELA continued to demonstrate progress, with 54% of grades 5-8 students performing proficient or advanced (+1% from last school year). 28 out of 32 cohorts across our nine middle schools demonstrated growth in proficiency levels from their previous school year, while 21 out of 32 cohorts demonstrated progress in reducing the number of students performing at a Level 1.

### ADDITIONAL CONTEXT AND EVIDENCE

Elementary ELA We are in full implementation of both iReady ELA and DIBELS this year. Because of this, we expect that there are some learning curves with test administration consistency and using a computer based assessment for the first time that may impact initial results. We are committed to continued norming and administration practice PD throughout the year to ensure validity of assessments. Middle School ELA This year we prioritized more robust scoring norming practices across all our internal assessments. As a result, we believe our results to be more valid than in years past.

### ELA ACTION PLAN

The following strategies will help us progress toward our reading and writing goals:

1. Implementing KIPP Foundation's Wheatley curriculum at the elementary level
2. Implementing the homegrown KIPP NYC Wheatley and Baldwin curricula, designed by Curriculum Fellows in collaboration with the broader community, at the middle school level
3. Committing time each day to both grade-level reading through the Wheatley curricula and instructional-level reading through guided and independent reading structures
4. Running a phonics block in K-2 using Success For All phonics curriculum
5. Administering a suite of literacy assessments and regionally leading analysis of assessment data. The suite of assessments includes: Reading Inventory, Fountas & Pinnell, curricular performance assessments, authentic writing tasks, and interim assessments that mirror the state test
6. Designing and facilitating a series of professional development experiences focused on literacy across the school day and integrating the strands of literacy
7. Engaging with school-based leaders in their ongoing Looking At Student Work practices and Observation-Feedback cycles

## HIGH SCHOOL ELA

### High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English

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Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.<sup>10</sup>

### Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>11</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	229	14	199	87%
2018	2021-22	233	37	173	74%
2019	2022-23	220	188	22	69%

### High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

### Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	229	14	214	99%
2018	2021-22	233	37	196	100%

<sup>10</sup> Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

<sup>11</sup> Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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2019	2022-23	220	188	33	100%
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### **High School ELA Measure 3 - Absolute**

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

### **High School ELA Measure 4 - Comparative**

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

### **High School ELA Measure 5 - Comparative**

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

### **High School ELA Measure 6 - Comparative**

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

### **High School ELA Measure 7 - Growth**

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

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The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	72	9	36	57%
2018	2021-22	69	16	25	43%
2019	2022-23	80	2	66	14%

### High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	72	7	64	98%
2018	2021-22	69	16	51	97%
2019	2022-23	79	67	9	75%

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Last year during the 22-23 academic year the English Language Arts team met both of their goals around level 4 and level 3 performance on the English regents exam. The percentage of students who earned a Level 4(75%+) was 69%. A level 4 benchmark is a 75+ score because that is a college ready benchmark. We were able to achieve this through coursework along with waivers and exemptions in specific cases that were needed. For our second benchmark goal we surpassed the goal of 80% of students achieving a level 3 benchmark of a 65+ through coursework along waivers and exemptions.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	69%
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	97%
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Data not available yet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Data not available yet

### EVALUATION OF HIGH SCHOOL ELA GOAL

Last year during the 22-23 academic year, we met both of our ELA benchmark goals. The percentage of students who earned a Level 4 (75%+) was 69%. A level 4 benchmark is a 75+ score because that is a college ready benchmark. We were able to achieve this through coursework along with waivers and exemptions in specific cases that were needed. For our second benchmark goal we surpassed the goal of 80% of students achieving a level 3 benchmark of a 65+ through coursework along with waivers and exemptions.

We were able to achieve this by having robust course offerings, and for those students who did not pass the examination during the January administration were allowed to retest and supported through regents preparation based courses.



### ADDITIONAL CONTEXT AND EVIDENCE

Some concerns we have regarding the data was the number of students who received waivers during this time period in order to pass the regents. We must take into consideration that the administration of the exam for this cohort and year happened after COVID and during a time in which learning loss and closing learning gaps was of paramount importance. As we move into this new academic year, we will ensure that less waivers are utilized for students.

### ACTION PLAN

As we move into the next academic year, the ELA department is working on increasing enrollment in honors and elevated AP course enrollment. We utilized middle school data to specifically and intentionally place 9th grade students into ELA courses. We offered a summer institute for incoming high school students to come and get more at-bats with the ELA curriculum. In terms of professional development, our goal is around building strong professional learning communities that look at student work and data consistently to improve upon ELA regents scores.

## GOAL 4: MATHEMATICS

For the 2022-2023 school year, our K-8 Math program had a variety of goals:

### 1. Assessment Goals

- i-Ready, an adaptive online assessment, was used for grades 3-8 to diagnose student learning needs entering each grade. The i-Ready mid-year and end of year assessments became our primary measure for growth. In our second year of using the i-Ready assessments, we did not set specific goals for each school and grade-level, but set the expectation regionally that 100% of students should be able to achieve their typical growth goals, which meant the equivalent of growing a full year in Math on their i-Ready grade-level placement, and shared the expectation, based on comparative KIPP network data and national data, that 30-40% of students would achieve their stretch growth goals set by i-Ready at the end of the year, meaning that 30-40% of students would achieve growth equivalent to 1.5-2 years of Math content by the end of the year. For the subset of students who were placing 2 or more grades below on the fall diagnostic, we set an even higher stretch growth goal of 50% of students achieving stretch growth, with the rationale that these were the students who needed to grow the most in order to eventually get back onto grade-level.

- We created NYS test Math goals for grades 3-8 based off of our fall i-Ready diagnostic data and last year's state test results, for all schools and grades within each school. The regional proficiency goals for the state test were as follows: 62% for 3rd grade, 72% for 4th grade, 58% for 5th grade, 56% for 6th grade, and 50% for 7th grade. We did not create an 8th grade state test goal as none of our 8th graders were expected to take the 8th grade state test and instead were preparing for the Algebra I Regents exam in June.

- We continued to make progress towards our moonshot Algebra participation rate goals of having 90% of 8th graders sit for the Algebra I Regents exam, with 90% of these students passing with a score of 80+. Additionally, we created school specific goals for pass rates on the Algebra I Regents for our 8th

graders, with a regional goal of 64% of students scoring 70+, as this benchmark would allow students to progress in their Math sequence to Geometry when entering our high school as 9th graders.

2. **Instructional Priorities** In order to attain the assessment goals above, our regional and school-based leaders aligned on the following priorities for instruction. For our Elementary Schools: (1) Increase proficiency / the number of students on or above level through strengthening T1 Instruction. (2) Reduce L1s / the number of students severely below through monitoring progress against student goals. For our Middle Schools:

1. **Intellectual preparation and strong content knowledge** are foundational for teacher development and effectiveness

2. **Active monitoring and responding to data** during and after class is a key driver of student learning and growth

3. **Intentional intervention** We also believe that in order to address gaps from unfinished learning, we must strategically use our intervention blocks with students to support in providing access to Tier 1 instruction. For ES Math, we aimed to have students complete at least 3 Zearn lessons per week and for MS Math, we aimed to have students complete and pass at least 2 i-Ready lessons per week.

4. **Shift to Next Generation Learning Standards** One of the primary initiatives in 22-23 was to adjust our K-8 Math curriculum and assessments to be aligned with the new Next Generation Learning Standards, as the 2023 administration of the state test was the first time the exams would be aligned to the new set of standards. This required adjusting our formative, summative, and interim assessments to be aligned with the language of the new standards and the shifts in content covered across grades; the introduction of new lessons and shifting of certain lessons across grade levels; and the professional development to familiarize teachers and leaders with the language and shifts of the new standards.

### BACKGROUND

**Elementary School Math** The curriculum we use for our K-4 Math instruction is the Eureka Math curriculum, with some adaptations to the scope and sequence to fit our school calendar. We supplement this curriculum with daily CGI instruction, which pushes student problem solving skills through student-led discussions on open-ended, real-world problem prompts. In addition, we use Math routines, such as counting jar and money jar, as well as automaticity assessments, which are used to practice and assess student fluency with core skills. As a core complement to Eureka Math, teachers are encouraged to have students complete at least 3 Zearn Math lessons per week aligned to Tier 1 instruction. i-Ready instructional materials are also used as a resource to support teachers with pre-teach and reteaching in small group instruction.

**Middle School Math** Our MS Math instruction is based on an in-house curriculum that has been refined over the course of the last 7+ years and is mostly aligned to the sequence of units covered in Eureka Math, but the daily objectives and content covered is different. Within each Math lesson, students typically activate prior knowledge in a Do Now activity, complete a fluency drill, engage in a discussion following a launch/explore/hook activity, learn new content and vocabulary, then follow a model problem in guided practice, and spend at least 20 minutes completing independent practice aligned to

the daily objective. Students are assessed daily through formative checks for understanding and oftentimes an exit ticket.

Our Algebra 8th grade students follow a unique pacing calendar that integrates nearly two years of content into one school calendar, with the 8th grade and Algebra I common core standards integrated into the same curriculum. Unlike the 8th grade Eureka Math curriculum, which follows a sequence that prepares students for the 8th grade NYS test, our Integrated Algebra curriculum consolidates the pre-Algebra content from 8th grade Math with the Algebra units and helps prepare students for success on the June Algebra I Regents exam.

To supplement our core curriculum in 2022-23, a team of summer curriculum fellows built out comprehensive daily lesson plans that provide teachers with the key ideas of a lesson, the aligned Next Generation Learning Standards, the new vocabulary to introduce, the moments to engage students in discourse, the problems to prioritize, the common misconceptions to address, and much more to support teachers in preparing for instruction.

In terms of assessment, this year was the second iteration of our K-4 Math formative assessments, and the launch of new end of module assessments in 2nd grade, along with our 5th year of our MS Math formative assessments, whereby students regionally complete short, 30 minute quizzes every few weeks that assess recently taught content. At the end of each of these weeks, grades are submitted to Illuminate and our regional content team analyzes the results in an analysis email/template that provides teachers with an overview, a suggested reteach topic and strategies for reteach, and previews the next few weeks along with the following assessment. The reteach topic is then assessed on the following formative assessment so that students and teachers can get immediate data on the effectiveness of their reteach lesson. These formative assessments are occasionally replaced by our lengthier end of module summative assessments as well as interim assessments for K-8.

Professional development in 2022-2023 for K-8 Math focused primarily on supporting teachers with our regional priorities, specifically:

- How to continue to address unfinished learning gaps through responsive instruction and strategic intervention
- The power of ICT instruction and effective co-teaching models

- Active monitoring and strategies for collecting and responding to data captured in-the-moment during instruction
- Building teacher content knowledge by collaborating with teachers and instructional leaders on lesson internalization and unit/module internalization, particularly around the Next Generation Learning Standards

To supplement instruction, students were assigned additional work in i-Ready, Zearn, and Khan Academy for more targeted practice, and these supplemental platforms were also used as tools for small group intervention.

## ELEMENTARY AND MIDDLE MATHEMATICS

### Math Measure 1 - Absolute

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Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

**2022-23 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	101	0	4	2	0	0	0	0	105
4	84	1	3	2	0	0	0	0	88
5	93	0	5	3	0	0	0	0	98
6	93	0	3	2	0	0	0	0	96
7	90	0	2	1	0	0	0	0	92
8	0	0	90	24	0	0	0	90	90
All	461	1	107	34	0	0	0	90	569

**Performance on 2022-23 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	101	81	80%	94	75	80%
4	84	57	68%	79	55	70%
5	93	78	84%	87	73	84%
6	93	69	74%	89	67	75%
7	90	74	82%	89	73	82%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	461	359	78%	438	343	78%

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### Math Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2022-23 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	80%	94	37%	510
4	70%	79	34%	462
5	84%	87	30%	495
6	75%	89	21%	506
7	82%	89	35%	559
8	N/A	N/A	18%	415
All	78%	438	29%	2947

### Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree)

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

### 2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	84.6%	78.7%	35.0%	2.01
4	88.2%	74.2%	26.0%	2.58
5	90.9%	54.8%	20.2%	2.03
6	88.3%	56.3%	22.9%	1.92
7	89.1%	65.2%	19.0%	2.97
8	91.1%	56.8%	15.4%	2.53
All	88.7%	64.5%	23.2%	2.34

### Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### MATHEMATICS INTERNAL EXAM RESULTS

Assessment tools for measuring student proficiency and growth included:

- Daily checks for understanding, including high priority exit tickets (2-3 times per week) - formative assessments that capture data on a daily objective that are typically 3-5 minutes and 1-4 questions in length
- Formative assessments - approximately 30 minute assessments that are 5-8 questions in length assessing content learned primarily from the two weeks prior including a few reassessment questions
- End of module assessments - summative 60 minute assessments at the end of specified modules that cumulatively assess the content learned from that unit

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- 2-3 interim assessments - exams that cumulatively assess content covered throughout the year and provide the best predictors of student success towards our NYS exam goals
- PT Simulation and Regents Simulation - exams that mimic the format of the NYS exam and Algebra Regents exam to cumulatively assess content and determine topics for remediation
- i-Ready diagnostic and standards mastery assessments - adaptive assessments administered at the beginning of the year, middle of the year, and end of the year, primarily used to measure growth, determine grade-level placement by domain, and identify students in greatest need for intervention.
- Assessments given in June to primarily assess the core skills and concepts learned that year and provide data to next year's teachers for the purposes of remediation (3rd interim assessment / EOY diagnostic)

School	3	4	5	6	7	8
<b>% of Students At or Above Grade Level on iReady Mid-Year + 1 Level Below</b>						
KIPP Infinity	61%+33 %	61%+33 %	83%+15 %	49%+33 %	53%+27 %	N/A
KNYC	<b>59%+34</b> %	<b>64%+26</b> %	<b>59%+24</b> %	<b>55%+26</b> %	<b>54%+26</b> %	<b>0%+10</b> %
<b>% of Students Making 100%+ of their iReady EOY Growth Goal</b>						
KIPP Infinity	67%	38%	100%	52%	64%	N/A
KNYC	<b>68%</b>	<b>58%</b>	<b>71%</b>	<b>73%</b>	<b>69%</b>	<b>44%</b>
<b>% of Students Who Improved Their Relative Grade Level Placement from Diagnostic to EOY</b>						
KIPP Infinity	84%	65%	95%	58%	60%	N/A
KNYC	<b>82%</b>	<b>77%</b>	<b>77%</b>	<b>75%</b>	<b>70%</b>	<b>52%</b>

### SUMMARY OF THE MATHEMATICS GOAL

Our results on the grade 3-7 state tests for Math were outstanding, as all grades showed year over year and cohort growth in proficiency ratings from the 2021-2022 school year, as well as significant drops in the percent of students scoring a level 1. Most significant growth was made with our 6th grade cohort, who increased proficiency from 34% in 2021-2022 to 70% in 2022-2023, and our 7th grade cohort, who grew from 48% proficiency in 2021-2022 to 70% proficiency in 2022-2023. Overall, Math proficiency was up 24% points regionally, increasing from 45% in 2021-2022 to 69% in 2022-2023. Regionally, the percent of students scoring level 1 decreased 17% from 27% in 21-22 to 10% in 22-23.

More students than ever before were given the opportunity to take Algebra I in 8th grade at KIPP NYC in 2022-23. 85% of 8th graders across KIPP NYC took the Algebra I Regents exam, an increase from a 52% participation rate in 2021-22, and exceeding the highest pre-pandemic participation rate of 70%. This increased access to Algebra I in 8th grade puts more and more students on the path to take Advanced Placement Math courses such as AP Calculus in high school, and ultimately opens up more opportunities

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for our high school graduates to major in STEM fields when they matriculate to college. While there is still room for growth in the percentage of students scoring 80+, we are making progress with a large percentage of students scoring 70+ this past year.

The i-Ready growth results also show some mixed results - on the one hand, we are far exceeding i-Ready's projected stretch growth (20-30%) across most of our schools and across most student sub-groups, however, the students who need to grow the most are our students who begin the year furthest behind, and these students are actually showing the least amount of growth relatively. Furthermore, we are regionally only moving approximately 2/3 of our students to achieve 1 full year's worth of Math growth, so there is still plenty of room for growth in ensuring that 100% of students demonstrate 1 year's worth of growth from BOY to EOY.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Yes, 78%
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes, 78% (INF) vs. 29% (District)
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

### EVALUATION OF THE MATHEMATICS GOAL

All grades and cohorts showed growth in our 3-7 New York State Test Math results from their performance in 2021-22 to the performance in 2022-23. All schools exceeded their proficiency projections in grades 3, 6, and 7. All but 3 schools exceeded their proficiency projection in grade 5, and 3 out of 7 schools exceeded their proficiency projection in grade 4, making this grade the greatest opportunity for growth in 2023-24. Most significant growth was made with our 6th grade cohort, who increased proficiency from 34% in 2021-2022 to 70% in 2022-2023, and our 7th grade cohort, who grew from 48% proficiency in 2021-2022 to 70% proficiency in 2022-2023. KIPP Infinity 3rd grade and KIPP Star 3rd grade did not have a single student score a level 1 for the first time ever, and KIPP Beyond middle school and KIPP Affirm middle school exceeded every single one of their goals. KIPP Freedom Elementary 4th grade, KIPP Infinity 5th grade, and 6th grade for all 9 middle schools and 7th grade for all 9 middle schools saw their percentage of students scoring a level 1 on the state test decrease by 50% from 2021-22 to 2022-23 school year.



We achieved our highest participation in 8th grade Algebra to date, with 85% of our 627 8th graders sitting for the June Algebra I Regents, inching closer to our moonshot goal of 90% of students regionally. Of the 7 middle schools that had 8th graders, 4 of these 7 schools had Algebra for All, meaning that 100% of their 8th graders were enrolled in the Algebra course. While only 25% of students regionally who sat for the Regents scored 80+, 61% of students passed with a score of 70 or higher, which means they're eligible to progress to the next course in our high school sequence, and 70% passed with a score of 65+. KIPP ALL MS and KIPP WHMS met their Algebra I proficiency goals for students scoring 70+, and KIPP AMP MS and KIPP WHMS had more than 70% of students score 70+.

Our i-Ready growth results indicated that our median student across grades 3-8 made 131% progress towards their typical growth goal, meaning half of our students made more than 131% growth and half made less. 63% of students regionally met their typical growth goals and 34% met their stretch growth goals, which means that we fell short of our expectation that all students make typical growth, and fell within the range of expectations with regards to the number of students making stretch growth. 1 elementary school, KIPP Elements, and 4 of 9 middle schools, KIPP ALL MS, KIPP AFF MS, KIPP FREE MS, and KIPP WHMS, had more than 75% of their students achieve typical growth. 2 elementary schools - KIPP STAR ES and KIPP ELEMENTS ES, and 6 of 9 middle schools, exceeded the goal of 40% of students making stretch growth - KIPP ACA MS, KIPP AFF MS, KIPP ALL MS, KIPP FREE MS, KIPP INF MS, and KIPP WHMS. Overall, our growth goals indicate that we fell short of getting close to 100% of students to achieve typical growth, did meet the stretch growth goal of 40%, but fell short of 50% of students testing 2+ grades below meeting their stretch growth goals.

### ADDITIONAL CONTEXT AND EVIDENCE

We did not have any 8th graders sit for the 8th grade state test in Math this year. With 85% of students enrolled in Algebra I, we decided to prioritize preparing students to pass the Algebra I Regents exam in June and did not cover the 8th grade Geometry standards as a result, so students would not have covered all of the necessary content on the 8th grade state test. For the 15% of 8th graders who were not enrolled in Algebra, we administered an internal end of year high school screener exam to support our high school with placing these students into the appropriate 9th grade courses, since the state test results are received too late for our high school to take these results into account when determining placement.

On a related note, our 8th grade Algebra students did not sit for the end of year i-Ready assessment, so that more instructional time in June could be devoted to preparing for the Regents. This decision means that our 8th grade i-Ready growth data only accounts for a small subset of our 8th grade students, and could also skew the results in a lower direction in comparison to the other grades.

### MATHEMATICS ACTION PLAN

The following strategies are being implemented to push schools towards achieving our Math goals in 2023-24 and maintaining the growth we made in 22-23:

- 1) New resources to support teachers with lesson internalization - building off of the unit launch plans designed in the summer of 2021, we have a team of middle school Math veteran teachers and leaders designing unit launch slide decks for every unit in our in-house 5-8 and Algebra curriculum, which will support teachers and leaders in unit internalization and lesson internalization with the goal of all teachers becoming masters of the content they're teaching daily.
- 2) To ensure a more aligned vision of Math intervention and re-prioritize our students who enter the year 2 or more grades below, a team of veteran teachers and leaders embedded new pre-teach lesson resources into our pacing calendars for grades 5-8 that will provide students greater access to Tier 1 instruction. Additionally, we have created a renewed urgency around automaticity and fluency in grades K-8, as this was a routine that continues to be an area of growth post remote learning.
- 3) Continued Emphasis on responsive instruction - supplementing our suite of Math formative, summative, and interim assessments, we have expanded our assessment suite by including new summative assessments for grades K-2 and new priority exit tickets. These frequent formative assessments embedded throughout the year, will provide teachers with more opportunities to analyze student data on an ongoing basis and plan responsive instruction based on student needs. Coupled with our new suite of assessments, our data team has developed a new K-8 Math data dashboard that facilitates the tracking of student progress on specific standards and across assessments to allow for teachers to be even more strategic in their decision-making around pre-teach and reteach.
- 4) Greater alignment to the Next Generation Learning Standards - in year 2 of our alignment to the Next Generation Learning Standards, we're working on establishing greater coherence in the K-8 Math curriculum by eliminating overlap of content taught in 4th and 5th grades and 7th grade and Algebra, continuing to narrow the focus of content taught in each grade-level, and opening up more time in the pacing calendar to facilitate the instruction of 8th grade Algebra curriculum in preparation for the Regents exam. This will also be the first year of the Algebra I Regents alignment to Next Generation Learning Standards, and our Algebra I curriculum and assessments are being adapted to NGLS as a result
- 5) The introduction of i-Ready as a tool for diagnosis and instruction for grade 2 will allow us to diagnose student gaps at a younger age and remediate those gaps earlier-on before testing grades
- 6) Engaging teachers and instructional leaders in continued professional development that focuses on developing teacher content knowledge and provides targeted teaching practices on responsive instruction

## HIGH SCHOOL MATHEMATICS

### High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

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The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

### Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	229	6	221	<b>97%</b>
2018	2021-22	233	20	213	91%
2019	2022-23	220	105	113	98%

### High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

### Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	229	6	208	91%
2018	2021-22	233	20	210	90%
2019	2022-23	220	105	112	98%

### High School Math Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	59	5	1	<b>1.8%</b>
2018	2021-22	59	9	8	16%

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2019	2022-23	48	41	0	0%
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### High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation.

### Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	59	5	52	<b>96.2%</b>
2018	2021-22	59	9	48	96%
2019	2022-23	48	41	4	57%

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

We met all of our goals in math for each of the cohorts shared above. This was not easy during the pandemic so we are proud that we were able to meet our charter goals.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	98%
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	98%
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the	N/A

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	percentage of comparable students in the district at least partially meeting Common Core expectations.	
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	98%
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	98%

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

We met all of our goals in math for each of the cohorts shared above. This was not easy during the pandemic so we are proud that we were able to meet our charter goals.

### ADDITIONAL CONTEXT AND EVIDENCE

n/a

### ACTION PLAN

We have a strong algebra program at the high school and will continue offering the additional support some students may need. We will continue being intentional about the team planning time so our algebra team can continue building in time each week to lesson plan, dive into student data, engage in lesson internalization, and share relevant data that can be used to provide more specific support to their individual students.

Additionally, The following strategies are being implemented to push schools towards achieving our Math goals in 2023-24:

- New resources to support teachers with lesson internalization and looking at student work that build off of the PLC developmental plans that were designed in the summer of 2023 and launched before the start of the school year. We have a team of instructional coaches who are supporting with lesson internalization/deliberate practice sessions which will support teachers and leaders in lesson internalization and becoming masters of the content they're teaching daily.
- Our new school schedule has longer class periods (49 minutes for 10th -12th grades and 57 minutes for 9th grade). This will allow for more independent practice and more frequent assessment of concept mastery.

### GOAL 5: SCIENCE

-100% of teachers will complete 100% of the K-8 Scope & Sequence

-100% of EOU will be entered into illuminate -70% Overall End of Unit Average

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- 70% Overall Average on Chapter Tasks
- 70% of students will achieve PB3 in their EOU assessment (Based on overall data currently in Amplify)
- Growth Goal: 95% of students will grow at least 1 Progress Build by the end of each unit.
- Growth Goal: <70% grow at least 15% from EOU 1 to EOU 3
- . -100% of K-4 students will receive at least 20 hours of Computational Thinking -100% of 5-8 students will receive at least 20 hours of DCE
- 100% of schools should have at least 1 robotics team consisting of 50% female identifying students

Component	K-4 (120-180 min per week minimum)	5-8 (300-360 min per week + elective)	9-12 (1-2 STE Classes per year)
<b>Science Content</b>	All K-8 KIPP students learn the <b>full course of Amplify Science</b> (or equivalent) each year.		<b>Grads w/ 3+ AP score: 2.4%</b>
<b>Design, CS, Engineering</b>	All K-4 students complete a minimum of <b>25-30 hours of DCE instruction each year</b> in addition to Amplify.	All 5-8 students complete at <b>140 hours of DCE instruction</b> by the end of 8th grade (full Computer Science Discoveries coverage or its equivalent (PLTW, Amplify CS).	All KIPP High School students are provided the opportunity to take <b>AP CS Principles</b> .  All KIPP High schoolers are provided an opportunity to take <b>at least two advanced STEM courses</b> (AP CS A, PLTW Engineering Pathway, PLTW BioMed Pathway, AP Seminar, Data Science, etc.)
<b>Team Robotics</b>	All K-4 schools operate at least one <b>FIRST Lego League Jr.</b> team with 50% female enrollment.	All 5-8 schools operate at least one <b>FIRST Lego League</b> team with 50% female enrollment.	All 9-12 schools operate at least one <b>FIRST Tech Challenge</b> team with 50% female enrollment.
<b>Environmental Literacy</b>	All K-12 students complete a minimum of <b>two off-campus environmental literacy-learning experiences</b> per year and at least <b>one residential outdoor experience</b> before graduation.		

### BACKGROUND

#### Elementary Science

- Continued implementation of the Amplify science curriculum in all 8 Elementary schools.
- Expanded the Computational Thinking units from 5 units to 11 units with all K-4 students receiving at least 20 hours of Computational Thinking - Reached 100% adoption of Amplify at all 8 elementary schools.
- Created a cohort of Elementary Science leaders. These leaders will work with the Director of Elementary Science, Technology & Engineering to continue implementation of the Amplify curriculum and to coach and develop teachers. - Increased the number of science teachers. Each elementary school now has one K-2 science teacher and one 3-4 science teacher. This will help to ensure that all students have access to high-quality science instruction.
- Participated in FIRST Robotics. A total of 18 teams, about one from each K-8 school, participated in the FIRST Robotics season. KIPP Infinity Middle School participated in the regional FIRST robotics competition based on being a top team in the regional qualifier. KIPP Academy ES and KIPP WHES

embedded robotics as part of their curriculum for grades 3-4 and K-2 respectively. These schools hosted EOY fairs for parents & students to showcase their work from the season.

- Received a grant renewal from Robin Hood to continue the work of Computational Thinking in elementary schools. This grant will allow KIPP NYC to continue to provide students with the opportunity to develop the problem-solving and critical thinking skills that are essential in STEM fields. Assessments were a focus for the 2022-2023 school year by using the Amplify Data Base & illuminate to track student data. The main assessments for each band is below ○ ES (K-4): CFT & EOU assessments

### **Middle School Science**

- Continued expansion of Amplify science curriculum in all 9 middle schools.

- Completed year 3 of Amplify adoption in all middle schools.

- Continued the work of the curriculum Fellows Board for STE (Science and CT). This year, the work is focused on authentic learning experiences for students through presentation. For example, Middle School Science will add on a science fair unit with students participating in a school science fair. The top students from the school science fair will advance to KIPP NYC's first regional science fair. This will take place in June 2023. The elementary school additions will focus on project based learning.

- Assessments were a focus for the 2022-2023 school year by using the Amplify Data Base & illuminate to track student data. The main assessments for each band is below ○ MS (5-8): CFT, CJA & EOU assessments

- All middle schools have a dedicated science dean to support teachers in internalization, pedagogy, and coherence.

- 5 middle schools participated in a coding for climate action pilot to bring project based learning coding experiences to students

- Piloted CoderZ programming curriculum for 5th graders across 7 middle schools

### **ELEMENTARY AND MIDDLE SCIENCE**

#### **Science Measure 1 - Absolute**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The Grade 4 NYS Science Exam was removed in the 2022-2023 School Year and will be moving to 5th grade starting in the 2023-2024 school year. All students in 8th grade took the NYS Science Exam in June 2023



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A
8	78	38	49%
All	78	38	49%

#### Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

### 2022-23 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A	N/A	N/A	N/A
8	78	38	49%	N/A	N/A	N/A
All	78	38	49%	N/A	N/A	N/A

#### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

**Elementary Science** All elementary schools are implementing Amplify science meeting the specified time minimums (K-2 at least 2 days a week for 45 minutes each; 3-4 at least 4 days a week for 45 minutes each). One of our goals is that at least 75% of students meet standards on the end of unit assessment using progress build formative assessments to progress monitor each unit. We will be adjusting our scope and sequences in science next year to pare down to essential understandings and skills of the unit in order to create one responsive day a week for spiral review and reteach. Students will continue with grade level curricula and will embed essential lessons from previous grades that may help with access to grade level content. Our assessment goals will be the same as years past in which 75% of students meet standards on our formative assessments. We will work to standardize all of our internal assessments so that teachers across all schools implement all formative assessments in the given windows.

**Middle School Science** All middle schools focused on completing the full scope of the Amplify science curriculum to fidelity to meet the grade level NGSS standards. We assessed student outcomes through a combination of formative and summative assessments through chapter focus tasks, critical juncture assessments, and end of unit assessments with the goal that 75% of students reach progress build 3. We also emphasized increasing design, computational thinking, and engineering opportunities in middle school by pushing for greater participation in the robotics program, and by implementing computational thinking/ computer science extensions in our middle schools. We also leveraged our curriculum fellows team during the year to create regionally aligned extension activities to increase cultural relevance of science and design a regional science fair unit with 100% participation from all of our Middle Schools.

**K-8 Science** -KIPP NYC had a total of 20 K-8 Robotics Teams with the KIPP Robotics STEM Expo happening in May 2023. This is an increase from the previous year of 18 teams. KIPP Infinity Middle School Robotics team competed advanced to the regional qualifier in April. KIPP NYC also hosted a FIRST Robotics scrimmage that took place in Jan 2023. This included 4 KIPP NYC middle school teams and 3 teams from NYCDOE.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No, 49%
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

**EVALUATION OF THE SCIENCE GOAL**

**Elementary Science**

- There was no 4th grade state test during the 2022-2023 school year
- 73% of Kindergarten students met Progress Build 3 by the end of the year of assessed students.
- 82% of 1st grade students met Progress Build 3 by the end of the year of assessed students.
- 74% of 2nd grade students met Progress Build 3 by the end of the year of assessed students.
- 79% of 3rd grade students met Progress Build 3 by the end of the year of assessed students.
- 73% of 4th grade students met Progress Build 3 by the end of the year of assessed students.

**Middle School Science**

- 8th Graders took the state test and 45% of students tested as proficient or higher in science.
- We anticipate that students will improve on these scores in 23-24 as the 8th grade test is an encompassing test from 6-8th grade science standards, and a large percentage of students missed key learning during remote/hybrid learning.
- 83% of teachers completed 100% of the scope & sequence

**ADDITIONAL CONTEXT AND EVIDENCE**

We are committed to maintaining and improving academic performance in science. We are going to continue focusing on providing high-quality instruction by implementing the Amplify science curriculum, which is aligned to the Next Generation Science Standards (NGSS). We will create stronger horizontal and vertical alignment by providing professional development for teachers to ensure that they are using the curriculum effectively. This will be led by our regional science leaders in both elementary and middle school. We will continue to strengthen existing systems and develop new systems to create cohesion amongst our schools and to ensure that we can monitor academic progress and collect data effectively in all of our elementary and middle schools. We plan on creating a regional scope and sequence to support teachers and schools in providing formative and summative data check points to allow for strong progress monitoring, teacher observations, and instructional coaching. We also look to strengthen providing targeted interventions by using the collected data to identify students who are struggling in science and provide them with targeted interventions. These interventions may include after-school tutoring, reteach, or small group instruction. We also want to continue creating a supportive environment in which all students feel like they belong and can be successful in science. This includes providing opportunities for students to work collaboratively, to take risks, and to celebrate their successes.

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Earth Sci	75	20	27%
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A

**ACTION PLAN**

KIPP NYC will strive to maintain consistency in its data collection and reporting in science by:

- Align on regional science scope and sequence in all of K-8 science for the 2022-23 school year.

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- Full alignment of K-8 using the Amplify Science curriculum as Tier 1 Instruction
- Adhere to minimum time requirements for science instruction for elementary and middle schools
- Using the same data collection tools and methods for all students and grades through Illuminate and Amplify
- Training all staff on the proper procedures for collecting and reporting data.
- Implementing a data quality assurance process to ensure that the data is accurate and complete. Regularly reviewing and updating the data collection and reporting process.
- Schools will use the data to identify areas where students are struggling and to develop strategic interventions to help them improve.
- Provide continuous training and professional development to all teachers and leaders on science priorities and content
- Implement and ready students for upcoming new 23-24 5th and 8th grade science state tests
- Continue expansion of Computational Thinking, Computer Science, and Data Science programming
- Continue ongoing robotics programming at all Elementary and Middle School campuses

### HIGH SCHOOL SCIENCE

#### High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

#### Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)

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2017	2020-21	229	3	224	<b>98%</b>
2018	2021-22	233	9	224	96%
2019	2022-23	220	212	6	75%

### High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Below you will see that we were able to meet our Absolute goal of 75 percent in the high school Accountability Cohort scoring at least 65 on a New York State Regents science exam. During remote learning, students earned waivers for passing the class since state exams were canceled. 8 students in the 2019 Cohort actually sat for the Regents exam and 6 of those students passed. Therefore, we had 75% of students who took the exam meet the goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	75%
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

### EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

We met our Absolute goal of 75 percent in the high school Accountability Cohort scoring at least 65 on a New York State Regents science exam.

### ADDITIONAL CONTEXT AND EVIDENCE

Some of the 2019 cohort took their first science regents in 8th grade (prior to the pandemic). Students in the 2019 cohort who were scheduled to take their first regents exam in 9th grade received a waiver in for the Regents if they passed the course for the year. 75%.

### ACTION PLAN

The following strategies are being implemented to push schools towards achieving our Science goals in 2023-24:

- New resources to support teachers with lesson internalization and looking at student work that build off of the PLC developmental plans that were designed in the summer of 2023 and launched before the start of the school year. We have a team of instructional coaches who are supporting with lesson internalization/deliberate practice sessions which will support teachers and leaders in lesson internalization and becoming masters of the content they're teaching daily.
- Our new school schedule has longer class periods (49 minutes for 10th -12th grades and 57 minutes for 9th grade). This will allow for more independent practice and more frequent assessment of concept mastery.

### GOAL 6: SOCIAL STUDIES

During SY22-23, we continued to pursue regional alignment of Social Studies instruction. We moved from having 1 shared instructional unit to two, we launched a multi-year collaborative effort with ELA to make teaching and learning transferable for students, and we continued to provide a variety of professional learning opportunities for teachers during regional meetings and virtual meetings referred to as "Roll Off Days."

The goals of the regional MS Social Studies program were as follows:

- *Leverage the Director Social Studies for vision setting and instructional program building.* This included clarifying the vision/purpose/goal of Social Studies instruction at KIPP NYC and updating the program strategy to include more regionally provided instructional materials based on the current state of teacher/student support needs. The focus of this strategic planning was to think about the long term goals of driving data collection and student performance outcomes on a set of regional assessments that would serve as indicators of achievement: *BOY/MOY/EOY Diagnostics, G5-8, EOY Global I Diagnostic for G8.*

- *Develop and maintain internal/external strategic partnerships to advance the instructional goals of the MS Social Studies program.* This included opportunities like:

1. Coordinating 30 hours of high quality professional development with the following facilitators: Stanford History Education Group, Bill of Rights Institute, the Gilder Lehrman Institute of American History.
2. Implementing curriculum pilots with the Greenwich Village Preservation Society (WHMS Pilot with 200 students), the EduHam program under the auspices of the Gilder Lehrman Institute of American History, (500 students, with 50 students attending *Hamilton* by earning tickets because of their project-based learning assignments).
3. Launching the 1st Annual Regional Social Justice Fair, with lower and upper middle school representatives representing 7 out of 9 schools.

To close out SY22-23, we yielded other instructional and professional achievements like:

- Curriculum Execution:

1. B-Mod Implementation: 90%
2. A-Mod Implementation: 94%

3. Data collection systems implemented for end-of-module writing tasks.

- Establishing enduring issues as our thematic focus for MS SS, using coaching, modeling, and student work examples to highlight the prominence of historical thinking skills and writing to anchor student progression over the course of the year.
- Executing 100% internally/externally facilitated PDs
- Differentiating school support for all 9 MS SS leaders, by completing school walkthroughs based on the SS Picture of Excellence, (co)creating professional development opportunities, and leveraging student work to drive outcomes through analysis, push-in support, and small-group instruction.

**BACKGROUND**

The MS Instructional program does not have a state-exam based north star. Our instructional curriculum is however influenced by the following standards:

- Common Core State Standards: *Reading informational texts, Writing, Speaking/Listening*
- NYS Content Standards: 5-9
- Teaching for Justice: Social Justice Standards
- 6th Grade Civics: C3 Civics Standards

**Social Studies Measure 1 - Absolute**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	229	229	0	N/A
2018	2021-22	233	231	0	N/A
2019	2022-23	220	216	1	25%

**Social Studies Measure 2 - Comparative**

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Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

### Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	229	25	203	99%
2018	2021-22	233	231	0	N/A
2019	2022-23	220	216	3	25%

### Social Studies Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23.

### SUMMARY OF THE SOCIAL STUDIES GOAL

Sample data sets from SY22-23 have been collected and are still being analyzed to determine priority metrics for the MS SS instructional program.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	No, 25%



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Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	No, 25%
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district in comparison.	N/A

### EVALUATION OF THE SOCIAL STUDIES GOAL

As we are in the process of concretizing data to prioritize that indicates achievement in Social Studies instruction. While an imperfect north star, we want the MS SS program to increase the passage rate of students taking the Global II/US History Regents courses in HS in order to open up schedule opportunities for social science electives, AP courses, and pre-college/college-credit generating courses. This is based on the vision planning work that began during SY20-21 and the goal to incorporate feedback from stakeholders like students, families, alumni and staff about the purpose and potential impact Social Studies can have in our region.

### ADDITIONAL CONTEXT AND EVIDENCE

During SY22-23, the MS SS program experienced many successes and challenges. The aforementioned successes are a testament to the hard work and dedication of teachers and the few instructional leaders that exist on campus. As the instructional program expands to include modules, structured debate clubs, Model UN, and Moot Court/mock trial, and other academic pilots, we will need to establish a dedicated SS-leader on all campuses, as most leaders are in hybrid roles as teacher-leaders, or Instructional Coaches with other school leadership positions like being a Dean of Students, PIR, AP, or Principal. In addition, we need to create school schedules that allow for more teacher engagement in regional SS professional development opportunities. For example, at an EOY planning retreat to prepare for SY23-24, only 56% of Regional staff participated in EOY Retreat PDs. In addition, content team meetings happened at vastly different rates on campuses, ranging from every 2-3 weeks to every 6-8 weeks, which led to teacher knowledge and performance gaps.

### ACTION PLAN

The regional SS priorities for SY23-24 are very straightforward: 1. Designing opportunities to strengthen SS knowledge/skill building and building community 2. Concretizing S & S for grades 5-8 2. Intentionally

pursuing data collection These goals will be addressed by implementing a theory of action aligned to a series of *skillset, mindset, and heartset moves* aimed at targeting SS Leader inputs and strategic teacher moves that will drive student outcomes.

## GOAL 7: ESSA

### ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

### ADDITIONAL CONTEXT AND EVIDENCE

KIPP Infinity has been in good standing for each year during the accountability period.



**KIPP NYC PUBLIC CHARTER SCHOOLS**

**CONSOLIDATED FINANCIAL STATEMENTS IN ACCORDANCE WITH  
GOVERNMENT AUDITING STANDARDS AND  
UNIFORM GUIDANCE  
JUNE 30, 2023 AND 2022**

# KIPP NYC PUBLIC CHARTER SCHOOLS

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June 30, 2023 and 2022

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**Unmodified Opinion on Financial Statements Accompanied by Supplementary  
Information – Not-For-Profit Entity**

Independent Auditor's Report

To the Board of Directors of  
KIPP NYC Public Charter Schools:

**Report on the Audit of the Financial Statements**

***Opinion***

We have audited the consolidated financial statements of KIPP NYC Public Charter Schools (a New York nonprofit corporation) (the School), which comprise the consolidated statement of financial position as of June 30, 2023, and the related consolidated statements of activities and changes in net assets, cash flows, and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of KIPP NYC Public Charter Schools as of June 30, 2023, and the changes in their net assets and their cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

***Basis for Opinion***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards (Government Auditing Standards)*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

***Emphasis of Matter - Adoption of New Accounting Standard***

As discussed in Note 2 to the consolidated financial statements, effective July 1, 2022, the School adopted the Financial Accounting Standards Board's (FASB) Accounting Standards Update (ASU) 2016-02, *Leases (Topic 842)*, using the optional transition method which does not require prior periods to be recast. Our opinion is not modified with respect to that matter.

***Adjustment to Prior Period Financial Statements***

The consolidated financial statements of the School as of and for the year ended June 30, 2022, were audited by other auditors whose report dated October 28, 2022, expressed an unmodified opinion on those consolidated financial statements. As more fully described in Note 15 to the consolidated financial statements, the School has restated its fiscal year 2022 consolidated financial statements during the current year to properly state certain account balances, in accordance with accounting principles generally accepted in the United States of America. The other auditors reported on the fiscal year 2022 consolidated financial statements before the restatement.

### ***Adjustment to Prior Period Financial Statements*** (Continued)

As part of our audit of the fiscal year 2023 consolidated financial statements, we also audited the adjustments described in Note 15 that were applied to restate the fiscal year 2022 consolidated financial statements. In our opinion, such adjustments are appropriate and have been properly applied. We were not engaged to audit, review, or apply any procedures to the fiscal year 2022 consolidated financial statements of the School other than with respect to the adjustments and, accordingly, we do not express an opinion or any other form of assurance on the fiscal year 2022 consolidated financial statements as a whole.

### ***Responsibilities of Management for the Financial Statements***

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

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the consolidated financial statements are available to be issued.

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements, including omissions, are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

### ***Supplementary Information***

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying supplementary information shown on pages 20 through 34 and the Schedule of Expenditures of Federal Awards for the year ended June 30, 2023, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the consolidated 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 consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information shown on pages 20 through 34 and the Schedule of Expenditures of Federal Awards are fairly stated, in all material respects, in relation to the consolidated 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 November 29, 2023, on our consideration of the 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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's 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 the School's internal control over financial reporting and compliance.

*AAFCPA, Inc.*

Westborough, Massachusetts  
November 29, 2023



**KIPP NYC PUBLIC CHARTER SCHOOLS**

Consolidated Statements of Financial Position  
June 30, 2023 and 2022

<b>Assets</b>	<b>2023</b>	<b>2022</b> <b>(As Restated)</b>
Current Assets:		
Cash and cash equivalents	\$ 11,328,875	\$ 15,505,321
Grants and contracts receivable	6,387,050	6,768,392
Prepaid expenses and other assets	7,435,477	6,553,654
Total current assets	25,151,402	28,827,367
Other Assets:		
Right-of-use lease assets - operating, net	42,418,762	-
Right-of-use lease assets - finance	553,376	-
Property and equipment, net	6,660,164	6,610,756
Total assets	\$ 74,783,704	\$ 35,438,123
<b>Liabilities and Net Assets</b>		
Current Liabilities:		
Current portion of loan payable	\$ 200,000	\$ 100,000
Current portion of finance lease liabilities	153,141	245,803
Current portion of operating lease liabilities	4,379,252	-
Accounts payable and accrued expenses	4,714,012	5,836,247
Due to KIPP NYC Enterprise	289,254	4,436,631
Deferred revenue	166,332	794,644
Deferred rent	-	1,976,021
Total current liabilities	9,901,991	13,389,346
Other Liabilities:		
Loan payable, net of current portion	100,000	200,000
Finance lease liabilities, net of current portion	410,926	-
Operating lease liabilities, net of current portion	40,361,597	-
Total liabilities	50,774,514	13,589,346
Net Assets:		
Without donor restrictions	23,936,723	21,540,041
With donor restrictions	72,467	308,736
Total net assets	24,009,190	21,848,777
Total liabilities and net assets	\$ 74,783,704	\$ 35,438,123

The accompanying notes are an integral part of these consolidated statements.

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Consolidated Statements of Activities and Changes in Net Assets  
For the Years Ended June 30, 2023 and 2022

	2023			2022 (As Restated)		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
<b>Operating Revenue:</b>						
Per-pupil tuition	\$ 118,909,553	\$ -	\$ 118,909,553	\$ 107,449,851	\$ -	\$ 107,449,851
Government grants and contracts	28,772,092	-	28,772,092	25,670,373	-	25,670,373
Interest and other	1,018,346	-	1,018,346	533,916	-	533,916
Grants and contributions	56,054	138,715	194,769	868,451	273,491	1,141,942
Donated goods and services	126,080	-	126,080	43,086	-	43,086
Net assets released from purpose restrictions	374,984	(374,984)	-	337,257	(337,257)	-
<b>Total operating revenue</b>	<b>149,257,109</b>	<b>(236,269)</b>	<b>149,020,840</b>	<b>134,902,934</b>	<b>(63,766)</b>	<b>134,839,168</b>
<b>Operating Expenses:</b>						
Program services	127,766,897	-	127,766,897	120,218,587	-	120,218,587
Supporting services	19,093,530	-	19,093,530	16,710,325	-	16,710,325
<b>Total operating expenses</b>	<b>146,860,427</b>	<b>-</b>	<b>146,860,427</b>	<b>136,928,912</b>	<b>-</b>	<b>136,928,912</b>
<b>Changes in net assets from operations</b>	<b>2,396,682</b>	<b>(236,269)</b>	<b>2,160,413</b>	<b>(2,025,978)</b>	<b>(63,766)</b>	<b>(2,089,744)</b>
<b>Net Assets:</b>						
Beginning of year	21,540,041	308,736	21,848,777	23,566,019	372,502	23,938,521
End of year	\$ 23,936,723	\$ 72,467	\$ 24,009,190	\$ 21,540,041	\$ 308,736	\$ 21,848,777

The accompanying notes are an integral part of these consolidated statements.

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Consolidated Statements of Cash Flows  
For the Years Ended June 30, 2023 and 2022

	<u>2023</u>	<u>2022</u> (As Restated)
<b>Cash Flows from Operating Activities:</b>		
Receipts from per-pupil tuition and government grants and contracts	\$ 146,778,001	\$ 130,255,694
Receipts from other sources	1,869,789	1,675,858
Payments for personnel and related	(98,627,221)	(87,487,042)
Payments for supplies and services	(51,633,033)	(34,070,312)
Payments for interest	(18,780)	-
	<u>(1,631,244)</u>	<u>10,374,198</u>
<b>Net cash provided by (used in) operating activities</b>		
	(1,631,244)	10,374,198
<b>Cash Flows from Investing Activities:</b>		
Acquisition of property and equipment	(2,225,936)	(1,630,628)
<b>Cash Flows from Financing Activities:</b>		
Principal payments on finance lease liabilities	(319,266)	(245,802)
<b>Net Change in Cash and Cash Equivalents</b>		
	(4,176,446)	8,497,768
<b>Cash and Cash Equivalents:</b>		
Beginning of year	15,505,321	7,007,553
End of year	<u>\$ 11,328,875</u>	<u>\$ 15,505,321</u>
<b>Reconciliation of Changes in Net Assets to Net Cash and Cash Equivalents Provided by (Used in) Operating Activities:</b>		
Changes in net assets	\$ 2,160,413	\$ (2,089,744)
Adjustments to reconcile changes in net assets to net cash and cash equivalents provided by (used in) operating activities:		
Depreciation and amortization	2,260,682	1,927,304
Non-cash operating lease expense	6,504,581	-
Changes in operating assets and liabilities:		
Grants and contracts receivable	381,342	(2,550,466)
Prepaid expenses and other assets	(881,823)	2,572,772
Change in operating lease liabilities	(4,182,494)	-
Accounts payable and accrued expenses	(1,122,235)	1,639,154
Due to/from KIPP NYC Enterprise	(4,147,377)	6,190,312
Deferred revenue	(628,312)	708,845
Deferred rent	(1,976,021)	1,976,021
	<u>\$ (1,631,244)</u>	<u>\$ 10,374,198</u>
<b>Supplemental Disclosure of Non-Cash Transaction:</b>		
Right-of-use lease assets - operating exchanged for operating lease liabilities	<u>\$ 46,882,227</u>	<u>\$ -</u>
Right-of-use lease assets - finance exchanged for finance lease liabilities	<u>\$ 637,530</u>	<u>\$ -</u>

The accompanying notes are an integral part of these consolidated statements.

**KIPP NYC PUBLIC CHARTER SCHOOLS**

## Consolidated Statement of Functional Expenses

For the Year Ended June 30, 2023

(With Summarized Comparative Totals for the Year Ended June 30, 2022)

	2023			Support Services Management and General	Total Expenses	2022
	Program Services					(As Restated)
	Regular Education	Special Education	Total			Total Expenses
<b>Personnel and Related:</b>						
Employee wages	\$ 71,596,705	\$ 5,286,367	\$ 76,883,072	\$ -	\$ 76,883,072	\$ 69,135,452
Payroll taxes and employee benefits	18,212,747	1,323,478	19,536,225	-	19,536,225	17,976,149
Professional development	1,851,641	-	1,851,641	-	1,851,641	1,219,556
Total personnel and related	91,661,093	6,609,845	98,270,938	-	98,270,938	88,331,157
<b>Occupancy and Related:</b>						
Rent	7,303,591	-	7,303,591	-	7,303,591	5,811,454
Security and cleaning	1,980,852	-	1,980,852	-	1,980,852	2,257,425
Depreciation	1,526,048	-	1,526,048	-	1,526,048	1,335,942
Repairs and maintenance	1,067,214	-	1,067,214	-	1,067,214	1,673,980
Insurance	-	-	-	1,003,291	1,003,291	845,360
Contracted services	723,237	-	723,237	-	723,237	1,168,254
Utilities	450,119	-	450,119	-	450,119	389,438
Supplies and equipment	304,733	-	304,733	-	304,733	380,375
Total occupancy and related	13,355,794	-	13,355,794	1,003,291	14,359,085	13,862,228
<b>Other:</b>						
Management fee	-	-	-	17,592,854	17,592,854	15,451,852
Student supplies and materials	5,704,500	22,949	5,727,449	-	5,727,449	5,638,381
Technology	3,728,232	-	3,728,232	-	3,728,232	4,913,287
Contracted services	1,437,230	128,021	1,565,251	-	1,565,251	1,604,171
Office	1,546,960	-	1,546,960	-	1,546,960	1,840,158
Student services	1,429,668	-	1,429,668	-	1,429,668	947,636
Equipment and maintenance	888,017	-	888,017	-	888,017	1,276,666
Depreciation	650,480	-	650,480	-	650,480	591,362
Miscellaneous	54,539	-	54,539	384,343	438,882	666,676
Recruiting	305,639	-	305,639	-	305,639	76,757
Professional fees	132,174	-	132,174	113,042	245,216	432,767
Amortization	84,154	-	84,154	-	84,154	-
Interest	18,780	-	18,780	-	18,780	-
COVID-19 testing	8,822	-	8,822	-	8,822	1,104,599
Grants to related entities	-	-	-	-	-	191,215
Total other	15,989,195	150,970	16,140,165	18,090,239	34,230,404	34,735,527
<b>Total expenses</b>	<b>\$ 121,006,082</b>	<b>\$ 6,760,815</b>	<b>\$ 127,766,897</b>	<b>\$ 19,093,530</b>	<b>\$ 146,860,427</b>	<b>\$ 136,928,912</b>

The accompanying notes are an integral part of these consolidated statements.

KIPP NYC PUBLIC CHARTER SCHOOLS

Consolidated Statement of Functional Expenses  
For the Year Ended June 30, 2022 (As Restated)

	Program Services			Support Services	Total Expenses
	Regular Education	Special Education	Total	Management and General	
<b>Personnel and Related:</b>					
Employee wages	\$ 64,225,478	\$ 4,909,974	\$ 69,135,452	\$ -	\$ 69,135,452
Payroll taxes and employee benefits	16,859,631	1,116,518	17,976,149	-	17,976,149
Professional development	1,219,556	-	1,219,556	-	1,219,556
Total personnel and related	<u>82,304,665</u>	<u>6,026,492</u>	<u>88,331,157</u>	<u>-</u>	<u>88,331,157</u>
<b>Occupancy and Related:</b>					
Rent	5,811,454	-	5,811,454	-	5,811,454
Security and cleaning	2,257,425	-	2,257,425	-	2,257,425
Depreciation	1,335,942	-	1,335,942	-	1,335,942
Repairs and maintenance	1,673,980	-	1,673,980	-	1,673,980
Insurance	-	-	-	845,360	845,360
Contracted services	1,168,254	-	1,168,254	-	1,168,254
Utilities	389,438	-	389,438	-	389,438
Supplies and equipment	380,375	-	380,375	-	380,375
Total occupancy and related	<u>13,016,868</u>	<u>-</u>	<u>13,016,868</u>	<u>845,360</u>	<u>13,862,228</u>
<b>Other:</b>					
Management fee	-	-	-	15,451,852	15,451,852
Student supplies and materials	5,634,554	3,827	5,638,381	-	5,638,381
Technology	4,913,287	-	4,913,287	-	4,913,287
Contracted services	1,529,217	74,954	1,604,171	-	1,604,171
Office	1,840,158	-	1,840,158	-	1,840,158
Student services	947,636	-	947,636	-	947,636
Equipment and maintenance	1,276,666	-	1,276,666	-	1,276,666
Depreciation	591,362	-	591,362	-	591,362
Miscellaneous	283,574	-	283,574	383,102	666,676
Recruiting	76,757	-	76,757	-	76,757
Professional fees	402,756	-	402,756	30,011	432,767
COVID-19 testing	1,104,599	-	1,104,599	-	1,104,599
Grants to related entities	191,215	-	191,215	-	191,215
Total other	<u>18,791,781</u>	<u>78,781</u>	<u>18,870,562</u>	<u>15,864,965</u>	<u>34,735,527</u>
Total expenses	<u>\$ 114,113,314</u>	<u>\$ 6,105,273</u>	<u>\$ 120,218,587</u>	<u>\$ 16,710,325</u>	<u>\$ 136,928,912</u>

The accompanying notes are an integral part of these consolidated statements.

## KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements  
June 30, 2023 and 2022

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### 1. OPERATIONS AND NONPROFIT STATUS

KIPP NYC Public Charter Schools (the School) is an education corporation consisting of the consolidation of the former KIPP NYC Washington Heights Academy Charter School (Washington Heights), KIPP STAR College Prep Charter School (STAR), KIPP Infinity Charter School (Infinity), KIPP Always Mentally Prepared Academy Charter School (AMP), KIPP Freedom Charter School (Freedom), KIPP Bronx Charter School II, KIPP Bronx Charter School III, and KIPP Beyond Charter School. In fiscal years 2023 and 2022, the School served students in grades kindergarten through twelve. The schools have aligned the charter renewal timings to all be on the same timeline to increase operational efficiency. All eight charters are undergoing the renewal process during fiscal year 2024.

The School is exempt from Federal income taxes as an organization (not private foundation) formed for charitable purposes under Section 501(c)(3) of the Internal Revenue Code (IRC). The School is also exempt from state income taxes. Contributions made to the School are deductible within the requirements of the IRC.

The School served approximately 6,070 and 5,700 students in fiscal years 2023 and 2022, respectively.

### 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The School prepares its consolidated financial statements in accordance with generally accepted accounting standards and principles (U.S. GAAP) established by the Financial Accounting Standards Board (FASB). References to U.S. GAAP in these notes are to the FASB Accounting Standards Codification (ASC).

#### Principles of Consolidation

The consolidated financial statements include the accounts of the KIPP NYC Public Charter Schools and its eight wholly-owned subsidiaries: Washington Heights PCS, LLC, STAR Harlem PCS, LLC, Infinity PCS, LLC, AMP PCS, LLC, Freedom PCS, LLC, Bronx PCS II, Bronx PCS III, and KIPP Beyond PCS, LLC (collectively, KIPP PCS). All intercompany accounts and transactions have been eliminated in consolidation.

#### Recently Adopted Accounting Pronouncement

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases (Topic 842)*, which supersedes the guidance in Topic 840, *Leases*. Topic 842 amends both lessor and lessee accounting with the most significant change being the requirement for lessees to recognize right-of-use (ROU) assets and lease liabilities in the consolidated statement of financial position for operating leases. The School adopted Topic 842 effective July 1, 2022, using the optional transition method provided in ASU 2018-11, *Leases (Topic 842): Targeted Improvements*. Under this transition method, financial information related to years prior to adoption remains as originally reported under Topic 840. The School elected the package of practical expedients permitted under the transition guidance within the new standard, which allowed the School to carry forward the historical lease classification, as well as to skip reassessment of the treatment of initial direct costs and of whether a contract is or contains a lease. The School also elected to combine lease and non-lease components and to exclude short-term leases from the consolidated statements of financial position. The School did not elect the hindsight practical expedient in determining the lease terms for existing leases as of July 1, 2022.

The most significant impact of adoption was the recognition of operating lease assets and operating lease liabilities of \$46,882,227 and \$48,923,343, respectively, as of July 1, 2022, while the School's accounting for finance leases remained substantially unchanged. As part of this adoption, the School also modified its control procedures and processes, none of which materially affected the internal control over financial reporting.

## KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements  
June 30, 2023 and 2022

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### 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

#### Recently Adopted Accounting Pronouncement (Continued)

The cumulative effect of the changes made to the consolidated statement of financial position for the adoption of the new lease standard as of July 1, 2022, was as follows:

<u>Consolidated Statement of Financial Position</u>	<u>As Previously Reported</u>	<u>Effect of Adoption</u>	<u>As Adjusted</u>
Right-of-use lease assets - operating	\$ -	\$ 46,882,227	\$ 46,882,227
Operating lease liabilities	\$ -	\$ 48,923,343	\$ 48,923,343
Deferred rent	\$ 1,976,021	\$ (2,041,116)	\$ (65,095)

#### Cash and Cash Equivalents

For the purposes of the consolidated statements of cash flows, management considers all highly liquid investments with an initial maturity of ninety days or less to be cash and cash equivalents. Cash and cash equivalents at June 30, 2023 and 2022, includes an escrow account with balances of \$300,000 and \$275,000, respectively, established by the School in accordance with the terms of its charter agreement. The escrow account was adequately funded as of June 30, 2023 and 2022. This account must be held in a separate account and can only be used in the event the School closes.

#### Grants and Contracts Receivable

Reserves for grants and contracts receivable are recorded based on management's analysis of specific grants and contracts receivable and their estimate of amounts that may become uncollectible, if any. Amounts are written off when they are determined to be uncollectible. There was no reserve deemed necessary at June 30, 2023 and 2022.

#### Property and Equipment and Depreciation

Property and equipment (see Note 5) are recorded at cost, if purchased, with a cost of \$2,500 or greater and a useful life of greater than one year, or at fair value at the date of donation. Repair and maintenance costs are expensed when incurred. Depreciation of property and equipment is computed using the straight-line method over the following estimated useful lives:

Furniture and fixtures	3 - 7 years
Technology and equipment	3 - 15 years
Leasehold improvements	3 - 15 years

Improvements to the facility are amortized over the useful life as there is no set lease term for the school building.

#### Leases

The School assesses whether an arrangement qualifies as a lease (i.e., conveys the right to control the use of an identified asset for a period of time in exchange for consideration) and determines lease classification as operating or finance at inception. The School only reassesses its determination if the terms and conditions of the arrangement are changed. Leases with an initial term of twelve months or less are not recorded in the consolidated statements of financial position.

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**Leases (Continued)**

All of the School's leases are presented as ROU assets with a corresponding current and long-term lease liability in the accompanying consolidated statements of financial position. ROU assets represent the School's right to use an underlying asset during its lease term, and lease liabilities represent the obligation to make lease payments.

Operating lease liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. The ROU assets equal the lease liabilities adjusted for any initial direct costs, prepaid or deferred rent, and lease incentives. The School uses the implicit discount rate when it is readily determinable. Since the School's leases do not provide an implicit rate, the School uses the risk-free discount rate at the lease commencement date to determine the present value of the lease payments. Variable rent payments, if included in the lease agreement and not determinable at the lease commencement, are not included in the measurement of the lease liabilities. Lease expense is recognized on a straight-line basis over the lease term. The School's lease terms may include options to extend or terminate leases when it is reasonably certain that the options will be exercised.

**Net Assets Classification**

*Net Assets Without Donor Restrictions*

Net assets without donor restrictions are those net resources that bear no external restrictions and are generally available for use by the School.

*Net Assets With Donor Restrictions*

The School receives contributions and grants that are designated by donors for specific time periods or purposes. These contributions are recorded as net assets with donor restrictions until they have been expended for their designated purposes or as time restrictions expired. Net assets with donor restrictions are restricted for purpose at June 30, 2023 and 2022.

**Revenue Recognition**

The School's main sources of revenue are per-pupil tuition, government grants and contracts, and grants and contributions. These amounts have been recorded in accordance with FASB's ASU 2018-08, Not-For-Profit Entities (Topic 958): *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions*. These conditional contributions are recognized as services are provided or as costs are incurred.

In accordance with Topic 958, the School must determine whether a contribution (or a promise) is conditional or unconditional for transactions deemed to be a contribution. A contribution is considered to be a conditional contribution if an agreement includes a barrier that must be overcome and either a right of return of assets or a right of release of a promise to transfer assets exists. Indicators of a barrier include a measurable performance-related barrier or another measurable barrier, a stipulation that limits discretion by the recipient on the conduct of an activity, and stipulations that are related to the purpose of the agreement. Topic 958 prescribes that the School should not consider probability of compliance with the barrier when determining if such awards are conditional and should be reported as conditional grant advance liabilities until such conditions are met. These amounts are reflected as deferred revenue in the accompanying consolidated financial statements.



**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**Revenue Recognition (Continued)**

Unconditional contributions without donor restrictions are recorded as revenue and net assets without donor restrictions when unconditionally received or committed by the donor. Grants and contributions with donor restrictions are generally transferred to revenues and net assets without donor restrictions as services are performed, costs are incurred, or through the passage of time.

Interest and other income is recorded as earned.

**Estimates**

The preparation of the consolidated financial statements in accordance with U.S. GAAP 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 consolidated financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

**Fair Value Measurements**

The School follows the accounting and disclosure standards pertaining to ASC Topic, *Fair Value Measurements*, for qualifying assets and liabilities. Fair value is defined as the price that the School would receive upon selling an asset or pay to settle a liability in an orderly transaction between market participants.

The School uses a framework for measuring fair value that includes a hierarchy that categorizes and prioritizes the sources used to measure and disclose fair value. This hierarchy is broken down into three levels based on inputs that market participants would use in valuing the financial instruments based on market data obtained from sources independent of the School. Inputs refer broadly to the assumptions that market participants would use in pricing the financial instrument, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the assumptions market participants would use in pricing the financial instrument developed based on market data obtained from sources independent of the reporting entity. Unobservable inputs are inputs that reflect the reporting entity's own assumptions about the assumptions market participants would use in pricing the asset developed based on the best information available.

The three-tier hierarchy of inputs is summarized in the three broad levels as follows:

- Level 1: Inputs that reflect unadjusted quoted prices in active markets for identical assets at the measurement date.
- Level 2: Inputs other than quoted prices that are observable for the asset either directly or indirectly, including inputs in markets that are not considered to be active.
- Level 3: Inputs that are unobservable and which require significant judgment or estimation.

An asset or liability's level within the framework is based upon the lowest level of any input that is significant to the fair value measurement. All of the School's qualifying assets and liabilities are valued using Level 1 inputs.

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)****Allocation of Expenses**

The costs of providing services have been summarized on a functional basis in the accompanying consolidated statements of activities and changes in net assets and functional expenses. Allocation of expenses to program services and support services is completed by direct expenses related to each function and based on enrollment, where applicable. Allocated expenses include employee wages and payroll taxes and employee benefits.

**Income Taxes**

The School accounts for uncertainty in income taxes in accordance with ASC Topic, *Income Taxes*. This standard clarifies the accounting for uncertainty in tax positions and prescribes a recognition threshold and measurement attribute for the consolidated financial statements regarding a tax position taken or expected to be taken in a tax return. The School has determined that there are no uncertain tax positions which qualify for either recognition or disclosure in the consolidated financial statements at June 30, 2023 and 2022. The School's informational returns are subject to examination by the appropriate jurisdictions.

**Donated Goods and Services**

The School receives donated goods and services. These amounts, which are based upon information provided by the donors who contributed these goods and services, are recorded at their estimated fair value determined on the date of contribution. Donated goods and services consist of food commodities for the years ended June 30, 2023 and 2022, and are included in donated goods and services in the accompanying consolidated statements of activities and changes in net assets and student supplies and materials in the accompanying consolidated statements of functional expenses. Donated goods and services were utilized by the School's program services and there were no donor-imposed restrictions associated with them.

The School also receives the services of volunteers who have made significant contributions of their time in furtherance of the School's mission. These services were not reflected in the accompanying consolidated statements of activities and changes in net assets because they do not meet the necessary criteria for recognition under U.S. GAAP.

The School occupies facilities through agreements with the New York City Department of Education at no charge (see Note 9). In addition, 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. The School was unable to determine a value for these services.

**Subsequent Events**

Subsequent events have been evaluated through November 29, 2023, which is the date the consolidated financial statements were available to be issued. There were no events that met the criteria for recognition or disclosure in the consolidated financial statements other than those disclosed in Notes 6 and 10.

## KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements  
June 30, 2023 and 2022

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### 3. LIQUIDITY

The School regularly monitors liquidity required to meet its operating needs and commitments, while also striving to maximize the investment of available funds. For purposes of analyzing resources available to meet general expenditures over the next year, the School considers all expenditures related to its ongoing school activities of teaching, educating, and other school activities. In addition to financial assets available to meet general expenditures over the next year, the School operates with a balanced budget and anticipates collecting sufficient revenue from state and local per-pupil subsidy and Federal and state grants and contributions in the next fiscal year to cover general expenditures.

As of June 30, 2023 and 2022, the following financial assets could be readily made available within one year of the consolidated statements of financial position date meet general expenditures:

	<u>2023</u>	<u>2022</u>
Cash and cash equivalents	\$ 11,328,875	\$ 15,505,321
Grants and contracts receivable	<u>6,387,050</u>	<u>6,768,392</u>
	17,715,925	22,273,713
Less - cash escrow	(300,000)	(275,000)
Less - donor-imposed restrictions	<u>(72,467)</u>	<u>(308,736)</u>
Total	<u>\$ 17,343,458</u>	<u>\$ 21,689,977</u>

### 4. KIPP NYC ENTERPRISE

The School is related to KIPP Academy Charter Schools through overlapping governance. Although not formally related to any other organizations, the School's mission is aligned with a set of other tax-exempt organizations, all of which support education in New York City. The other mission-aligned tax-exempt organizations include KIPP New York, Inc. (KNYI) (including its wholly-owned subsidiary limited liability companies), KIPP Facilities Holdings, Inc. (including its wholly-owned subsidiary limited liability companies), and PCS Properties Foundation, Inc. (collectively referred to as the KIPP NYC Enterprise). From time-to-time, these organizations support each other through access to capital in support of their missions. These amounts are reflected in the accompanying consolidated statements of financial position as due to KIPP NYC Enterprise.

Amounts due to and from the KIPP NYC Enterprise represent short-term timing differences of expenses incurred on behalf of the School that have not been paid or received as of the consolidated financial statement date.

In addition, the School leases and subleases spaces from subsidiaries of KNYI, subleases space from a subsidiary of KIPP Facilities Holdings, Inc., and leases space from a subsidiary of PCS Properties Foundation, Inc. (see Note 10), and a subsidiary of KNYI provides management services to the School (see Note 12).

## KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements  
June 30, 2023 and 2022

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### 5. PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30:

	<u>2023</u>	<u>2022</u>
Furniture and fixtures	\$ 731,681	\$ 688,076
Technology and equipment	8,310,114	7,976,156
Leasehold improvements	12,123,986	11,467,057
Work-in-progress	<u>1,240,767</u>	<u>49,323</u>
	22,406,548	20,180,612
Less - accumulated depreciation	<u>15,746,384</u>	<u>13,569,856</u>
Property and equipment, net	<u>\$ 6,660,164</u>	<u>\$ 6,610,756</u>

Work-in-progress at June 30, 2023 and 2022, consists of various projects that were underway at year-end. These assets will begin to be depreciated when placed in service.

### 6. LOAN PAYABLE

The School has entered into a \$300,000 unsecured loan agreement with KIPP Foundation, bearing interest at 1% per annum and maturing on June 30, 2025. As of June 30, 2023 and 2022, the outstanding principal balance of this loan was \$300,000. Interest expense incurred for the years ended June 30, 2023 and 2022, was \$3,000. Principal payments of \$100,000 are due annually beginning on June 30, 2023. The fiscal year 2023 principal payment was made subsequent to June 30, 2023.

Minimum loan payments are as follows for each of the fiscal years ending:

<u>Year Ending June 30,</u>	<u>Amount</u>
2024	\$ 200,000
2025	<u>100,000</u>
Total	<u>\$ 300,000</u>

### 7. PENSION PLANS

The School is part of the KIPP NYC 403(b) Retirement Plan, a multiemployer defined contribution plan, under Section 403(b) of the IRC, which employees of the School can elect to contribute. Employees who choose this plan can contribute up to the level set by the Internal Revenue Service. The employer match is a discretionary contribution. The employer contributions to the plan totaled \$2,265,685 and \$2,127,604 for the years ended June 30, 2023 and 2022, respectively, and are included in payroll taxes and employee benefits in the accompanying consolidated statements of functional expenses.

The School also contributes to the Teachers Retirement System of the City of New York, a multiemployer defined benefit pension plan (the Plan), on behalf of eligible 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 80.4% at June 30, 2020, the date of the most recent actuarial calculation as indicated in the June 30, 2022 plan audit. The amount charged to operations for contributions to this Plan totaled \$532,601 and \$689,375 for the years ended June 30, 2023 and 2022, respectively, and are included in payroll taxes and employee benefits in the accompanying consolidated statements of functional expenses.

## KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements  
June 30, 2023 and 2022

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### 8. CAPITAL LEASE OBLIGATION

In September 2018, the School and KIPP Academy Charter School entered into a lease for computer equipment under a capital lease that expired in 2023. As of June 30, 2022, the leased equipment is reflected at a cost of \$1,299,870 and related accumulated depreciation of \$1,054,067. The lease required annual principal payments of \$245,803. The capital lease agreement states the total annual payments are equal to the cost value of the leased equipment and no interest is included in the payments. This lease was paid in full during fiscal year 2023.

### 9. SCHOOL FACILITIES

The School occupies several facilities at no cost. The School has an agreement with the New York City Department of Education for the following dedicated and shared space:

- P.S. 125, a New York City public school, located at 433 West 123rd Street, New York City, New York;
- P.S. 115, New York City public school, located at 586 West 177th Street, New York City, New York;
- I.S. 90, a New York City public school, located at 21 Jumel Place, New York City, New York;
- M.S. 390, a New York City public school, located at 1224 Park Place, Brooklyn, New York;
- M.S. 195, a New York City public school, located at 625 West 133rd Street, New York City, New York;
- X859, a New York City public school, located at 2246 Jerome Avenue, Bronx, New York;
- P.S. 44, a New York City public school, located at 1825 Prospect Avenue, Bronx, New York; and
- M.S. 45, a New York City public school, located at 2502 Lorillard Place, Bronx, New York.

The School is responsible for any overtime-related costs for services provided beyond regular opening hours in all facilities. Costs for these kinds of services are included in contracted services in the accompanying consolidated statements of functional expenses.

The School also occupies approximately 132,500 square feet of space at 201 East 144th Street in the South Bronx, where the joint high school for KIPP NYC Public Charter Schools and KIPP Academy Charter School 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 repairs and maintenance in the accompanying consolidated statements of functional expenses.

### 10. LEASES

#### Operating Leases

The School rents two facilities under operating lease agreements. The School is also responsible for its proportionate share of facility maintenance, repairs, utilities, safety, and other expenses as stated in the agreements.

On March 24, 2021, a subsidiary of KNYI and the School entered into a sublease for the facility located at 501 Gerard Avenue, Bronx, New York. The sublease was amended and restated on November 30, 2021, and on January 20, 2023. The term of the sublease payments started on September 1, 2021, and is through June 30, 2042. The School has an option to terminate at its first option on June 30, 2032.

## KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements  
June 30, 2023 and 2022

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### 10. LEASES (Continued)

#### Operating Leases (Continued)

On July 26, 2021, a subsidiary of KIPP Facilities Holdings, Inc. and the School entered into a sublease agreement for the facility located at 533-535 West 121<sup>st</sup> Street, New York. The sublease commenced on August 1, 2021, and terminates on July 30, 2028.

The School has also entered into three additional facility lease agreements (for the Macombs Facility, the Jerome Facility and the Canal Facility) and one equipment lease agreement (for Canal Equipment) with subsidiaries of KNYI and PCS Properties Foundation, Inc. The Macombs Facility and Jerome Facility leases commenced on August 26, 2023, at the time of substantial completion. Rent for the Canal Facility lease and the Canal Equipment lease have not commenced yet as the facility is under construction and the rent commencement date is the date of substantial completion. Management expects substantial completion for school year 2025-2026. The School has made a payment of \$5,453,000 in connection with the Canal Facility and Canal Equipment leases, which is included in prepaid expenses and other assets as of June 30, 2023 and 2022.

The School has certain leases that are for a period of twelve months or less or contain renewals for periods of twelve months or less. The School has elected the practical expedient to not include these leases within the operating ROU assets and lease liabilities.

The following summarizes facility lease costs for the year ended June 30, 2023:

<b>Facility Lease Costs:</b>	
Operating lease cost (included in rent expense)	\$ 5,806,388
Add - variable lease cost (included in rent expense)	1,490,553
Add - short-term lease costs (included in rent expense)	<u>6,650</u>
Total lease costs (rent expense)	<u>\$ 7,303,591</u>

The maturities of operating lease liabilities by fiscal year as of June 30, 2023, are as follows:

2024	\$ 5,598,637
2025	5,672,439
2026	5,790,767
2027	5,866,859
2028	5,944,597
Thereafter	<u>21,871,650</u>
Total	50,744,949
Less - present value discount	<u>6,004,100</u>
Present value of lease liabilities	<u>\$ 44,740,849</u>

## KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements  
June 30, 2023 and 2022

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### 10. LEASES (Continued)

#### Operating Leases (Continued)

The following summarizes the weighted-average remaining lease term and discount rate for operating leases as of June 30, 2023:

Weighted-average remaining lease term (years)	8.51 years
Weighted-average discount rate	2.9%

The following summarizes the line items in the accompanying consolidated statement of financial position which include amounts for operating leases as of June 30, 2023:

Right-of-use lease assets - operating	\$ 46,882,227
Less - accumulated amortization	<u>(4,463,465)</u>
Right-of-use lease assets - operating, net	<u>\$ 42,418,762</u>
Operating lease liabilities:	
Current portion	\$ 4,379,252
Long-term portion	<u>40,361,597</u>
Total operating lease liabilities	<u>\$ 44,740,849</u>

In accordance with Topic 840, the School recognized rent expense on a straight-line basis over the term of the leases regardless of actual cash payments. Facility rent expense was \$5,811,454 for the year ended June 30, 2022, and is reflected as rent in the accompanying consolidated statement of functional expenses. At June 30, 2022, the School had \$1,976,021 of deferred rent.

The following is a schedule of future minimum lease payments by fiscal year in accordance with the lease agreements as of June 30, 2022:

2023	\$ 5,525,416
2024	5,598,637
2025	5,672,439
2026	5,790,767
2027	5,866,859
Thereafter	<u>27,816,247</u>
Total	<u>\$ 56,270,365</u>

#### Finance Lease

The School leases office equipment under a finance lease agreement effective December 2022 and expiring in December 2026.

## KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements  
June 30, 2023 and 2022

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### 10. LEASES (Continued)

#### Finance Lease (Continued)

The following summarizes the line items in the accompanying consolidated statement of financial position which include amounts for finance leases as of June 30, 2023:

Right-of-use lease assets - finance	\$ 637,530
Less - accumulated amortization	<u>(84,154)</u>
Right-of-use lease assets - finance	<u>\$ 553,376</u>
Finance lease liabilities:	
Current portion	\$ 153,141
Long-term portion	<u>410,926</u>
Total finance lease liabilities	<u>\$ 564,067</u>

The following summarizes the line items in the accompanying consolidated statement of activities and changes in net assets which include the components of finance lease expense for the year ended June 30, 2023:

Amortization of lease asset presented as amortization expense	\$ 84,154
Interest on finance lease liabilities included in interest expense	<u>12,780</u>
Total lease expense	<u>\$ 96,934</u>

The maturities of finance lease liabilities by fiscal year as of June 30, 2023, are as follows:

2024	\$ 172,486
2025	172,486
2026	172,486
2027	<u>86,242</u>
Total	603,700
Less - present value discount	<u>(39,633)</u>
Present value of lease liabilities	<u>\$ 564,067</u>

The following summarizes the weighted-average remaining lease term and discount rate for finance lease as of June 30, 2023:

Weighted-average remaining lease term (years)	3.42 years
Weighted-average discount rate	4.0%

### 11. TRADEMARK LICENSE AGREEMENT

The Knowledge is Power Program Foundation (KIPP Foundation) is a national, nonprofit organization that trains school leaders to open and run academically rigorous public schools. The School is a member of KIPP Foundation's KIPP Network of Schools and, as such, is eligible for a range of benefits and fee-based services.



## KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements  
June 30, 2023 and 2022

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### 11. TRADEMARK LICENSE AGREEMENT (Continued)

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. The School incurred licensing fees amounting to \$384,343 and \$383,102 for the years ended June 30, 2023 and 2022, respectively, which are included in miscellaneous expense in the accompanying consolidated statements of functional expenses.

The School can elect to terminate this agreement. However, if the School elects to terminate the agreement, it is required to reimburse KIPP Foundation up to \$300,000, which is intended to offset costs KIPP Foundation incurred in the training of staff and assistance in opening the School.

### 12. SHARED SERVICES AGREEMENT

The School is party to a fee agreement with KIPP NYC, LLC (LLC), a wholly-owned disregarded entity of KNYI (see Note 4), for the back-office functions. The management fee is 12% of the revenue as defined in the services agreement. The School incurred a management fee to LLC in the amount of \$17,592,854 and \$15,451,852 for the years ended June 30, 2023 and 2022, respectively. The amount due to LLC for shared services as of June 30, 2023 and 2022, was \$2,162,504 and \$687,796, respectively, and is included in accounts payable and accrued expenses as of June 30, 2023 and 2022.

### 13. FUNDING AND CONCENTRATIONS

The School receives significant funding from the State of New York for its per-pupil tuition revenue and grant support. This funding is subject to audit by the appropriate governmental agency. In the opinion of management, the results of such audits, if any, will not have a material effect on the consolidated statements of financial position of the School as of June 30, 2023 and 2022, or on the consolidated changes in net assets for the years then ended.

The School received approximately 99% of its revenue from the State of New York for the years ended June 30, 2023 and 2022. Approximately 91% and 88% of grants and contracts receivable are due from the State of New York at June 30, 2023 and 2022, respectively.

The School maintains its cash balances in a New York bank, which is insured within the limits of the Federal Deposit Insurance Corporation (FDIC). At certain times during the year, these cash balances exceeded the insured amount. The School has not experienced any losses in such accounts. The School's management believes the School is not exposed to any significant credit risk on cash and cash equivalents.

### 14. CONTINGENCIES

The School, from time-to-time, is the defendant in lawsuits. It is management's experience that the results of these infrequent actions will not have a material impact on the consolidated statements of activities and changes in net assets of the School. Accordingly, no amounts have been reflected in the accompanying consolidated financial statements.

## KIPP NYC PUBLIC CHARTER SCHOOLS

Notes to Consolidated Financial Statements  
June 30, 2023 and 2022

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### 15. PRIOR PERIOD ADJUSTMENT

During the year ended June 30, 2023, the School became aware of certain amounts within the consolidated financial statements for the year ended June 30, 2022, were improperly stated. The effect of this misstatement resulted in an overstatement of operating revenue by \$1,040,296, overstatement of operating expenses by \$87,089, overstatement of net assets without donor restrictions by \$953,207, and an understatement of current liabilities by \$953,207.

The effect of the restatement on the consolidated changes in net assets and the consolidated financial position as of and for the year ended June 30, 2022, is as follows:

	<u>As Previously Reported</u>	<u>Adjustment</u>	<u>Restated</u>
Operating revenue	\$ 135,879,464	\$ (1,040,296)	\$ 134,839,168
Operating expenses	\$ 137,016,001	\$ (87,089)	\$ 136,928,912
Changes in net assets from operations	\$ (1,136,537)	\$ (953,207)	\$ (2,089,744)
Current liabilities	\$ 12,436,139	\$ 953,207	\$ 13,389,346
Net assets without donor restrictions	\$ 22,493,248	\$ (953,207)	\$ 21,540,041

### 16. RECLASSIFICATIONS

Certain amounts in the fiscal year 2022 consolidated financial statements have been reclassified to conform with the fiscal year 2023 presentation.

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Financial Position by Entity  
June 30, 2023

Assets	KIPP Star College Prep	KIPP NYC Washington Heights Academy	KIPP AMP Academy	KIPP Infinity	KIPP Freedom	KIPP Bronx II	KIPP Bronx III	KIPP Beyond	KIPP PCS	Total
Current Assets:										
Cash and cash equivalents	\$ 1,278,030	\$ 3,183,361	\$ 1,861,298	\$ 1,380,012	\$ 1,219,380	\$ 322,131	\$ 1,061,678	\$ 163,830	\$ 859,155	\$ 11,328,875
Grants and contracts receivable	809,039	506,702	454,002	1,395,841	473,054	1,077,205	1,290,227	202,825	178,155	6,387,050
Prepaid expenses and other assets	1,049,083	1,569,690	1,224,692	132,318	1,073,638	584,440	1,715,757	85,859	-	7,435,477
Total current assets	3,136,152	5,259,753	3,539,992	2,908,171	2,766,072	1,983,776	4,067,662	452,514	1,037,310	25,151,402
Other Assets:										
Right-of-use lease assets - operating	-	-	-	-	-	7,776,028	30,026,735	4,615,999	-	42,418,762
Right-of-use lease assets - finance	-	-	-	-	-	-	-	-	553,376	553,376
Property and equipment, net	203,830	973,560	1,475,904	834,756	1,123,510	1,116,666	296,566	635,372	-	6,660,164
Total assets	<u>\$ 3,339,982</u>	<u>\$ 6,233,313</u>	<u>\$ 5,015,896</u>	<u>\$ 3,742,927</u>	<u>\$ 3,889,582</u>	<u>\$ 10,876,470</u>	<u>\$ 34,390,963</u>	<u>\$ 5,703,885</u>	<u>\$ 1,590,686</u>	<u>\$ 74,783,704</u>
<b>Liabilities and Net Assets</b>										
Current Liabilities:										
Current portion of loan payable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,000	\$ 200,000
Current portion of operating lease liabilities	-	-	-	-	-	730,653	2,821,379	827,220	-	4,379,252
Current portion of finance lease liabilities	-	-	-	-	-	-	-	-	153,141	153,141
Accounts payable and accrued expenses	393,362	290,311	289,302	1,390,687	400,554	407,600	756,256	60,207	725,733	4,714,012
Due to (from) KIPP NYC Enterprise	(1,458,138)	(10,189,254)	(4,190,419)	8,264,302	2,419,441	368,614	2,819,267	3,307,214	(1,051,773)	289,254
Deferred revenue	-	70,181	41,376	30,269	16,740	7,766	-	-	-	166,332
Total current liabilities	(1,064,776)	(9,828,762)	(3,859,741)	9,685,258	2,836,735	1,514,633	6,396,902	4,194,641	27,101	9,901,991
Other Liabilities:										
Loan payable, net of current portion	-	-	-	-	-	-	-	-	100,000	100,000
Operating lease liabilities, net of current portion	-	-	-	-	-	7,499,312	28,958,208	3,904,077	-	40,361,597
Finance lease liabilities, net of current portion	-	-	-	-	-	-	-	-	410,926	410,926
Total liabilities	<u>(1,064,776)</u>	<u>(9,828,762)</u>	<u>(3,859,741)</u>	<u>9,685,258</u>	<u>2,836,735</u>	<u>9,013,945</u>	<u>35,355,110</u>	<u>8,098,718</u>	<u>538,027</u>	<u>50,774,514</u>
Net Assets:										
Without donor restrictions	4,393,209	16,057,771	8,869,556	(5,991,364)	1,051,347	1,862,525	(964,147)	(2,394,833)	1,052,659	23,936,723
With donor restrictions	11,549	4,304	6,081	49,033	1,500	-	-	-	-	72,467
Total net assets	4,404,758	16,062,075	8,875,637	(5,942,331)	1,052,847	1,862,525	(964,147)	(2,394,833)	1,052,659	24,009,190
Total liabilities and net assets	<u>\$ 3,339,982</u>	<u>\$ 6,233,313</u>	<u>\$ 5,015,896</u>	<u>\$ 3,742,927</u>	<u>\$ 3,889,582</u>	<u>\$ 10,876,470</u>	<u>\$ 34,390,963</u>	<u>\$ 5,703,885</u>	<u>\$ 1,590,686</u>	<u>\$ 74,783,704</u>

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Statement of Activities and Changes in Net Assets by Entity  
For the Year Ended June 30, 2023

	KIPP Star College Prep			KIPP NYC Washington Heights Academy		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
<b>Operating Revenue:</b>						
Per-pupil tuition	\$ 14,003,405	\$ -	\$ 14,003,405	\$ 16,138,469	\$ -	\$ 16,138,469
Government grants and contracts	2,988,317	-	2,988,317	2,316,495	-	2,316,495
Interest and other	94,083	-	94,083	73,386	-	73,386
Grants and contributions	-	-	-	-	10,000	10,000
Net assets released from purpose restrictions	-	-	-	24,901	(24,901)	-
<b>Total operating revenue</b>	<b>17,085,805</b>	<b>-</b>	<b>17,085,805</b>	<b>18,553,251</b>	<b>(14,901)</b>	<b>18,538,350</b>
<b>Operating Expenses:</b>						
Program services	14,146,202	-	14,146,202	14,215,716	-	14,215,716
Supporting services	2,190,942	-	2,190,942	2,385,902	-	2,385,902
<b>Total operating expenses</b>	<b>16,337,144</b>	<b>-</b>	<b>16,337,144</b>	<b>16,601,618</b>	<b>-</b>	<b>16,601,618</b>
Changes in net assets from operations	748,661	-	748,661	1,951,633	(14,901)	1,936,732
<b>Net Assets:</b>						
Beginning of year, as restated	3,644,548	11,549	3,656,097	14,106,138	19,205	14,125,343
End of year	\$ 4,393,209	\$ 11,549	\$ 4,404,758	\$ 16,057,771	\$ 4,304	\$ 16,062,075

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Statement of Activities and Changes in Net Assets by Entity  
For the Year Ended June 30, 2023

	KIPP AMP Academy			KIPP Infinity		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
<b>Operating Revenue:</b>						
Per-pupil tuition	\$ 16,891,426	\$ -	\$ 16,891,426	\$ 34,509,415	\$ -	\$ 34,509,415
Government grants and contracts	2,371,684	-	2,371,684	7,622,193	-	7,622,193
Interest and other	90,408	-	90,408	426,784	-	426,784
Grants and contributions	-	-	-	16,166	100,635	116,801
Donated goods and services	-	-	-	126,080	-	126,080
Net assets released from purpose restrictions	-	-	-	231,734	(231,734)	-
<b>Total operating revenue</b>	<b>19,353,518</b>	<b>-</b>	<b>19,353,518</b>	<b>42,932,372</b>	<b>(131,099)</b>	<b>42,801,273</b>
<b>Operating Expenses:</b>						
Program services	14,328,430	-	14,328,430	39,571,949	-	39,571,949
Supporting services	2,492,446	-	2,492,446	5,587,763	-	5,587,763
<b>Total operating expenses</b>	<b>16,820,876</b>	<b>-</b>	<b>16,820,876</b>	<b>45,159,712</b>	<b>-</b>	<b>45,159,712</b>
Changes in net assets from operations	2,532,642	-	2,532,642	(2,227,340)	(131,099)	(2,358,439)
<b>Net Assets:</b>						
Beginning of year, as restated	6,336,914	6,081	6,342,995	(3,764,024)	180,132	(3,583,892)
End of year	<u>\$ 8,869,556</u>	<u>\$ 6,081</u>	<u>\$ 8,875,637</u>	<u>\$ (5,991,364)</u>	<u>\$ 49,033</u>	<u>\$ (5,942,331)</u>

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Statement of Activities and Changes in Net Assets by Entity  
For the Year Ended June 30, 2023

	KIPP Freedom			KIPP Bronx II		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
<b>Operating Revenue:</b>						
Per-pupil tuition	\$ 13,054,813	\$ -	\$ 13,054,813	\$ 5,720,563	\$ -	\$ 5,720,563
Government grants and contracts	2,234,212	-	2,234,212	3,348,848	-	3,348,848
Interest and other	132,290	-	132,290	25,594	-	25,594
Grants and contributions	-	-	-	6,099	-	6,099
Total operating revenue	<u>15,421,315</u>	<u>-</u>	<u>15,421,315</u>	<u>9,101,104</u>	<u>-</u>	<u>9,101,104</u>
<b>Operating Expenses:</b>						
Program services	12,946,449	-	12,946,449	7,418,155	-	7,418,155
Supporting services	2,010,622	-	2,010,622	1,105,337	-	1,105,337
Total operating expenses	<u>14,957,071</u>	<u>-</u>	<u>14,957,071</u>	<u>8,523,492</u>	<u>-</u>	<u>8,523,492</u>
Changes in net assets from operations	464,244	-	464,244	577,612	-	577,612
<b>Net Assets:</b>						
Beginning of year, as restated	<u>587,103</u>	<u>1,500</u>	<u>588,603</u>	<u>1,284,913</u>	<u>-</u>	<u>1,284,913</u>
End of year	<u>\$ 1,051,347</u>	<u>\$ 1,500</u>	<u>\$ 1,052,847</u>	<u>\$ 1,862,525</u>	<u>\$ -</u>	<u>\$ 1,862,525</u>

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Statement of Activities and Changes in Net Assets by Entity  
For the Year Ended June 30, 2023

	KIPP Bronx III			KIPP Beyond		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
<b>Operating Revenue:</b>						
Per-pupil tuition	\$ 15,342,861	\$ -	\$ 15,342,861	\$ 3,248,601	\$ -	\$ 3,248,601
Government grants and contracts	6,487,304	-	6,487,304	1,403,039	-	1,403,039
Interest and other	63,977	-	63,977	25,268	-	25,268
Grants and contributions	25,939	28,080	54,019	-	-	-
Net assets released from purpose restrictions	28,080	(28,080)	-	90,269	(90,269)	-
Total operating revenue	<u>21,948,161</u>	<u>-</u>	<u>21,948,161</u>	<u>4,767,177</u>	<u>(90,269)</u>	<u>4,676,908</u>
<b>Operating Expenses:</b>						
Program services	19,868,943	-	19,868,943	5,089,553	-	5,089,553
Supporting services	2,744,156	-	2,744,156	566,019	-	566,019
Total operating expenses	<u>22,613,099</u>	<u>-</u>	<u>22,613,099</u>	<u>5,655,572</u>	<u>-</u>	<u>5,655,572</u>
Changes in net assets from operations	(664,938)	-	(664,938)	(888,395)	(90,269)	(978,664)
<b>Net Assets:</b>						
Beginning of year, as restated	<u>(299,209)</u>	<u>-</u>	<u>(299,209)</u>	<u>(1,506,438)</u>	<u>90,269</u>	<u>(1,416,169)</u>
End of year	<u>\$ (964,147)</u>	<u>\$ -</u>	<u>\$ (964,147)</u>	<u>\$ (2,394,833)</u>	<u>\$ -</u>	<u>\$ (2,394,833)</u>

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Statement of Activities and Changes in Net Assets by Entity  
For the Year Ended June 30, 2023

	<b>KIPP PCS</b>		<b>Total</b>
	<b>Without Donor Restrictions</b>	<b>With Donor Restrictions</b>	
<b>Operating Revenue:</b>			
Interest and other	\$ 86,556	\$ -	\$ 86,556
Grants and contributions	7,850	-	7,850
Total operating revenue	94,406	-	94,406
<b>Operating Expenses:</b>			
Program services	181,500	-	181,500
Supporting services	10,343	-	10,343
Total operating expenses	191,843	-	191,843
Changes in net assets from operations	(97,437)	-	(97,437)
<b>Net Assets:</b>			
Beginning of year, as restated	1,150,096	-	1,150,096
End of year	<u>\$ 1,052,659</u>	<u>\$ -</u>	<u>\$ 1,052,659</u>



**KIPP NYC PUBLIC CHARTER SCHOOLS**

Statement of Functional Expenses by Entity  
For the Year Ended June 30, 2023

	<b>KIPP Star College Prep</b>				
	<b>Program Services</b>			<b>Support Services</b>	<b>Total Expenses</b>
	<b>Regular Education</b>	<b>Special Education</b>	<b>Total</b>	<b>Management and General</b>	
<b>Personnel and Related:</b>					
Employee wages	\$ 8,985,983	\$ 551,696	\$ 9,537,679	\$ -	\$ 9,537,679
Payroll taxes and employee benefits	2,193,728	138,320	2,332,048	-	2,332,048
Professional development	257,876	-	257,876	-	257,876
<b>Total personnel and related</b>	<b>11,437,587</b>	<b>690,016</b>	<b>12,127,603</b>	<b>-</b>	<b>12,127,603</b>
<b>Occupancy and Related:</b>					
Security and cleaning	69,693	-	69,693	-	69,693
Depreciation	90,940	-	90,940	-	90,940
Repairs and maintenance	160,302	-	160,302	-	160,302
Insurance	-	-	-	124,580	124,580
Contracted services	55,877	-	55,877	-	55,877
Supplies and equipment	9,084	-	9,084	-	9,084
<b>Total occupancy and related</b>	<b>385,896</b>	<b>-</b>	<b>385,896</b>	<b>124,580</b>	<b>510,476</b>
<b>Other:</b>					
Management fee	-	-	-	1,993,996	1,993,996
Student supplies and materials	486,433	1,402	487,835	-	487,835
Technology	492,287	-	492,287	-	492,287
Contracted services	151,593	285	151,878	-	151,878
Office	249,899	-	249,899	-	249,899
Student services	126,274	-	126,274	-	126,274
Equipment and maintenance	56,405	-	56,405	-	56,405
Depreciation	21,296	-	21,296	-	21,296
Miscellaneous	755	-	755	60,000	60,755
Recruiting	38,105	-	38,105	-	38,105
Professional fees	6,796	-	6,796	12,366	19,162
COVID-19 testing	1,173	-	1,173	-	1,173
<b>Total other</b>	<b>1,631,016</b>	<b>1,687</b>	<b>1,632,703</b>	<b>2,066,362</b>	<b>3,699,065</b>
<b>Total expenses</b>	<b>\$ 13,454,499</b>	<b>\$ 691,703</b>	<b>\$ 14,146,202</b>	<b>\$ 2,190,942</b>	<b>\$ 16,337,144</b>

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Statement of Functional Expenses by Entity  
For the Year Ended June 30, 2023

**KIPP NYC Washington Heights Academy**

	Program Services			Support Services	Total Expenses
	Regular Education	Special Education	Total	Management and General	
<b>Personnel and Related:</b>					
Employee wages	\$ 8,962,059	\$ 493,130	\$ 9,455,189	\$ -	\$ 9,455,189
Payroll taxes and employee benefits	2,192,800	118,142	2,310,942	-	2,310,942
Professional development	201,222	-	201,222	-	201,222
Total personnel and related	<u>11,356,081</u>	<u>611,272</u>	<u>11,967,353</u>	<u>-</u>	<u>11,967,353</u>
<b>Occupancy and Related:</b>					
Security and cleaning	4,480	-	4,480	-	4,480
Depreciation	217,558	-	217,558	-	217,558
Repairs and maintenance	288,245	-	288,245	-	288,245
Insurance	-	-	-	128,846	128,846
Contracted services	62,555	-	62,555	-	62,555
Supplies and equipment	11,814	-	11,814	-	11,814
Total occupancy and related	<u>584,652</u>	<u>-</u>	<u>584,652</u>	<u>128,846</u>	<u>713,498</u>
<b>Other:</b>					
Management fee	-	-	-	2,184,284	2,184,284
Student supplies and materials	420,527	3,805	424,332	-	424,332
Technology	612,025	-	612,025	-	612,025
Contracted services	102,515	-	102,515	-	102,515
Office	152,923	-	152,923	-	152,923
Student services	163,991	-	163,991	-	163,991
Equipment and maintenance	99,999	-	99,999	-	99,999
Depreciation	52,727	-	52,727	-	52,727
Miscellaneous	1,146	-	1,146	60,000	61,146
Recruiting	33,760	-	33,760	-	33,760
Professional fees	19,084	-	19,084	12,772	31,856
COVID-19 testing	1,209	-	1,209	-	1,209
Total other	<u>1,659,906</u>	<u>3,805</u>	<u>1,663,711</u>	<u>2,257,056</u>	<u>3,920,767</u>
Total expenses	<u>\$ 13,600,639</u>	<u>\$ 615,077</u>	<u>\$ 14,215,716</u>	<u>\$ 2,385,902</u>	<u>\$ 16,601,618</u>

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Functional Expenses by Entity  
For the Year Ended June 30, 2023

	<b>KIPP AMP Academy</b>				
	<b>Program Services</b>			<b>Support Services</b>	<b>Total Expenses</b>
	<b>Regular Education</b>	<b>Special Education</b>	<b>Total</b>	<b>Management and General</b>	
<b>Personnel and Related:</b>					
Employee wages	\$ 9,098,701	\$ 367,388	\$ 9,466,089	\$ -	\$ 9,466,089
Payroll taxes and employee benefits	2,335,745	82,044	2,417,789	-	2,417,789
Professional development	217,300	-	217,300	-	217,300
Total personnel and related	<u>11,651,746</u>	<u>449,432</u>	<u>12,101,178</u>	<u>-</u>	<u>12,101,178</u>
<b>Occupancy and Related:</b>					
Depreciation	227,923	-	227,923	-	227,923
Repairs and maintenance	124,949	-	124,949	-	124,949
Insurance	-	-	-	130,897	130,897
Contracted services	64,338	-	64,338	-	64,338
Supplies and equipment	26,591	-	26,591	-	26,591
Total occupancy and related	<u>443,801</u>	<u>-</u>	<u>443,801</u>	<u>130,897</u>	<u>574,698</u>
<b>Other:</b>					
Management fee	-	-	-	2,288,019	2,288,019
Student supplies and materials	457,517	156	457,673	-	457,673
Technology	450,878	-	450,878	-	450,878
Contracted services	225,103	-	225,103	-	225,103
Office	194,718	-	194,718	-	194,718
Student services	285,128	-	285,128	-	285,128
Equipment and maintenance	111,665	-	111,665	-	111,665
Depreciation	25,238	-	25,238	-	25,238
Miscellaneous	1,715	-	1,715	60,000	61,715
Recruiting	20,900	-	20,900	-	20,900
Professional fees	9,193	-	9,193	13,530	22,723
COVID-19 testing	1,240	-	1,240	-	1,240
Total other	<u>1,783,295</u>	<u>156</u>	<u>1,783,451</u>	<u>2,361,549</u>	<u>4,145,000</u>
Total expenses	<u>\$ 13,878,842</u>	<u>\$ 449,588</u>	<u>\$ 14,328,430</u>	<u>\$ 2,492,446</u>	<u>\$ 16,820,876</u>

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Statement of Functional Expenses by Entity  
For the Year Ended June 30, 2023

	<b>KIPP Infinity</b>				
	<b>Program Services</b>			<b>Support Services</b>	<b>Total Expenses</b>
	<b>Regular Education</b>	<b>Special Education</b>	<b>Total</b>	<b>Management and General</b>	
<b>Personnel and Related:</b>					
Employee wages	\$ 22,455,504	\$ 1,868,288	\$ 24,323,792	\$ -	\$ 24,323,792
Payroll taxes and employee benefits	6,105,298	439,569	6,544,867	-	6,544,867
Professional development	458,943	-	458,943	-	458,943
Total personnel and related	<u>29,019,745</u>	<u>2,307,857</u>	<u>31,327,602</u>	<u>-</u>	<u>31,327,602</u>
<b>Occupancy and Related:</b>					
Rent	6,650	-	6,650	-	6,650
Security and cleaning	1,076,227	-	1,076,227	-	1,076,227
Depreciation	369,859	-	369,859	-	369,859
Repairs and maintenance	237,181	-	237,181	-	237,181
Insurance	-	-	-	340,741	340,741
Contracted services	233,650	-	233,650	-	233,650
Utilities	381,980	-	381,980	-	381,980
Supplies and equipment	151,227	-	151,227	-	151,227
Total occupancy and related	<u>2,456,774</u>	<u>-</u>	<u>2,456,774</u>	<u>340,741</u>	<u>2,797,515</u>
<b>Other:</b>					
Management fee	-	-	-	5,135,439	5,135,439
Student supplies and materials	3,170,842	11,964	3,182,806	-	3,182,806
Technology	853,290	-	853,290	-	853,290
Contracted services	367,249	73,702	440,951	-	440,951
Office	365,172	-	365,172	-	365,172
Student services	382,993	-	382,993	-	382,993
Equipment and maintenance	226,219	-	226,219	-	226,219
Depreciation	216,028	-	216,028	-	216,028
Miscellaneous	14,463	-	14,463	80,658	95,121
Recruiting	86,195	-	86,195	-	86,195
Professional fees	16,890	-	16,890	30,925	47,815
COVID-19 testing	2,566	-	2,566	-	2,566
Total other	<u>5,701,907</u>	<u>85,666</u>	<u>5,787,573</u>	<u>5,247,022</u>	<u>11,034,595</u>
Total expenses	<u>\$ 37,178,426</u>	<u>\$ 2,393,523</u>	<u>\$ 39,571,949</u>	<u>\$ 5,587,763</u>	<u>\$ 45,159,712</u>

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Statement of Functional Expenses by Entity  
For the Year Ended June 30, 2023

	<b>KIPP Freedom</b>				
	<b>Program Services</b>			<b>Support Services</b>	<b>Total Expenses</b>
	<b>Regular Education</b>	<b>Special Education</b>	<b>Total</b>	<b>Management and General</b>	
<b>Personnel and Related:</b>					
Employee wages	\$ 7,685,213	\$ 586,849	\$ 8,272,062	\$ -	\$ 8,272,062
Payroll taxes and employee benefits	1,766,942	161,057	1,927,999	-	1,927,999
Professional development	189,028	-	189,028	-	189,028
Total personnel and related	<u>9,641,183</u>	<u>747,906</u>	<u>10,389,089</u>	<u>-</u>	<u>10,389,089</u>
<b>Occupancy and Related:</b>					
Security and cleaning	1,113	-	1,113	-	1,113
Depreciation	450,108	-	450,108	-	450,108
Repairs and maintenance	104,666	-	104,666	-	104,666
Insurance	-	-	-	109,854	109,854
Contracted services	67,829	-	67,829	-	67,829
Supplies and equipment	19,789	-	19,789	-	19,789
Total occupancy and related	<u>643,505</u>	<u>-</u>	<u>643,505</u>	<u>109,854</u>	<u>753,359</u>
<b>Other:</b>					
Management fee	-	-	-	1,828,684	1,828,684
Student supplies and materials	326,543	20	326,563	-	326,563
Technology	430,155	-	430,155	-	430,155
Contracted services	216,023	39,189	255,212	-	255,212
Office	219,707	-	219,707	-	219,707
Student services	228,644	-	228,644	-	228,644
Equipment and maintenance	134,788	-	134,788	-	134,788
Depreciation	241,898	-	241,898	-	241,898
Miscellaneous	5,524	-	5,524	60,000	65,524
Recruiting	32,010	-	32,010	-	32,010
Professional fees	38,283	-	38,283	12,084	50,367
COVID-19 testing	1,071	-	1,071	-	1,071
Total other	<u>1,874,646</u>	<u>39,209</u>	<u>1,913,855</u>	<u>1,900,768</u>	<u>3,814,623</u>
Total expenses	<u>\$ 12,159,334</u>	<u>\$ 787,115</u>	<u>\$ 12,946,449</u>	<u>\$ 2,010,622</u>	<u>\$ 14,957,071</u>

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Statement of Functional Expenses by Entity  
For the Year Ended June 30, 2023

	<b>KIPP Bronx II</b>				
	<b>Program Services</b>			<b>Support Services</b>	<b>Total Expenses</b>
	<b>Regular Education</b>	<b>Special Education</b>	<b>Total</b>	<b>Management and General</b>	
<b>Personnel and Related:</b>					
Employee wages	\$ 3,341,199	\$ 401,534	\$ 3,742,733	\$ -	\$ 3,742,733
Payroll taxes and employee benefits	792,873	108,940	901,813	-	901,813
Professional development	195,114	-	195,114	-	195,114
Total personnel and related	<u>4,329,186</u>	<u>510,474</u>	<u>4,839,660</u>	<u>-</u>	<u>4,839,660</u>
<b>Occupancy and Related:</b>					
Rent	1,281,928	-	1,281,928	-	1,281,928
Security and cleaning	87,633	-	87,633	-	87,633
Depreciation	15,368	-	15,368	-	15,368
Repairs and maintenance	100,945	-	100,945	-	100,945
Insurance	-	-	-	25,801	25,801
Contracted services	40,696	-	40,696	-	40,696
Supplies and equipment	8,940	-	8,940	-	8,940
Total occupancy and related	<u>1,535,510</u>	<u>-</u>	<u>1,535,510</u>	<u>25,801</u>	<u>1,561,311</u>
<b>Other:</b>					
Management fee	-	-	-	1,074,471	1,074,471
Student supplies and materials	286,279	1,268	287,547	-	287,547
Technology	233,480	-	233,480	-	233,480
Contracted services	168,155	11	168,166	-	168,166
Office	88,970	-	88,970	-	88,970
Student services	70,120	-	70,120	-	70,120
Equipment and maintenance	134,246	-	134,246	-	134,246
Depreciation	20,795	-	20,795	-	20,795
Miscellaneous	2,463	-	2,463	-	2,463
Recruiting	34,388	-	34,388	-	34,388
Professional fees	2,546	-	2,546	5,065	7,611
COVID-19 testing	264	-	264	-	264
Total other	<u>1,041,706</u>	<u>1,279</u>	<u>1,042,985</u>	<u>1,079,536</u>	<u>2,122,521</u>
Total expenses	<u>\$ 6,906,402</u>	<u>\$ 511,753</u>	<u>\$ 7,418,155</u>	<u>\$ 1,105,337</u>	<u>\$ 8,523,492</u>

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Statement of Functional Expenses by Entity  
For the Year Ended June 30, 2023

	<b>KIPP Bronx III</b>				
	<b>Program Services</b>			<b>Support Services</b>	<b>Total Expenses</b>
	<b>Regular Education</b>	<b>Special Education</b>	<b>Total</b>	<b>Management and General</b>	
<b>Personnel and Related:</b>					
Employee wages	\$ 8,939,361	\$ 898,097	\$ 9,837,458	\$ -	\$ 9,837,458
Payroll taxes and employee benefits	2,300,187	248,367	2,548,554	-	2,548,554
Professional development	283,500	-	283,500	-	283,500
Total personnel and related	<u>11,523,048</u>	<u>1,146,464</u>	<u>12,669,512</u>	<u>-</u>	<u>12,669,512</u>
<b>Occupancy and Related:</b>					
Rent	4,950,098	-	4,950,098	-	4,950,098
Security and cleaning	419,022	-	419,022	-	419,022
Depreciation	8,490	-	8,490	-	8,490
Repairs and maintenance	24,462	-	24,462	-	24,462
Insurance	-	-	-	126,480	126,480
Contracted services	164,841	-	164,841	-	164,841
Utilities	68,139	-	68,139	-	68,139
Supplies and equipment	38,214	-	38,214	-	38,214
Total occupancy and related	<u>5,673,266</u>	<u>-</u>	<u>5,673,266</u>	<u>126,480</u>	<u>5,799,746</u>
<b>Other:</b>					
Management fee	-	-	-	2,540,603	2,540,603
Student supplies and materials	377,765	4,334	382,099	-	382,099
Technology	414,496	-	414,496	-	414,496
Contracted services	174,444	14,834	189,278	-	189,278
Office	222,124	-	222,124	-	222,124
Student services	128,021	-	128,021	-	128,021
Equipment and maintenance	77,320	-	77,320	-	77,320
Depreciation	60,652	-	60,652	-	60,652
Miscellaneous	353	-	353	63,685	64,038
Recruiting	41,099	-	41,099	-	41,099
Professional fees	9,578	-	9,578	13,388	22,966
COVID-19 testing	1,145	-	1,145	-	1,145
Total other	<u>1,506,997</u>	<u>19,168</u>	<u>1,526,165</u>	<u>2,617,676</u>	<u>4,143,841</u>
Total expenses	<u>\$ 18,703,311</u>	<u>\$ 1,165,632</u>	<u>\$ 19,868,943</u>	<u>\$ 2,744,156</u>	<u>\$ 22,613,099</u>

KIPP NYC PUBLIC CHARTER SCHOOLS

Statement of Functional Expenses by Entity  
For the Year Ended June 30, 2023

	KIPP Beyond				Total Expenses
	Program Services			Support Services	
	Regular Education	Special Education	Total	Management and General	
<b>Personnel and Related:</b>					
Employee wages	\$ 2,128,685	\$ 119,385	\$ 2,248,070	\$ -	\$ 2,248,070
Payroll taxes and employee benefits	525,174	27,039	552,213	-	552,213
Professional development	48,658	-	48,658	-	48,658
Total personnel and related	<u>2,702,517</u>	<u>146,424</u>	<u>2,848,941</u>	<u>-</u>	<u>2,848,941</u>
<b>Occupancy and Related:</b>					
Rent	1,064,915	-	1,064,915	-	1,064,915
Security and cleaning	322,684	-	322,684	-	322,684
Depreciation	145,802	-	145,802	-	145,802
Repairs and maintenance	26,464	-	26,464	-	26,464
Insurance	-	-	-	16,092	16,092
Contracted services	33,451	-	33,451	-	33,451
Supplies and equipment	39,074	-	39,074	-	39,074
Total occupancy and related	<u>1,632,390</u>	<u>-</u>	<u>1,632,390</u>	<u>16,092</u>	<u>1,648,482</u>
<b>Other:</b>					
Management fee	-	-	-	547,358	547,358
Student supplies and materials	178,594	-	178,594	-	178,594
Technology	241,621	-	241,621	-	241,621
Contracted services	16,153	-	16,153	-	16,153
Office	46,610	-	46,610	-	46,610
Student services	44,497	-	44,497	-	44,497
Equipment and maintenance	47,375	-	47,375	-	47,375
Depreciation	11,846	-	11,846	-	11,846
Miscellaneous	1,192	-	1,192	-	1,192
Recruiting	19,182	-	19,182	-	19,182
Professional fees	998	-	998	2,569	3,567
COVID-19 testing	154	-	154	-	154
Total other	<u>608,222</u>	<u>-</u>	<u>608,222</u>	<u>549,927</u>	<u>1,158,149</u>
<b>Total expenses</b>	<u>\$ 4,943,129</u>	<u>\$ 146,424</u>	<u>\$ 5,089,553</u>	<u>\$ 566,019</u>	<u>\$ 5,655,572</u>



**KIPP NYC PUBLIC CHARTER SCHOOLS**

Statement of Functional Expenses by Entity  
For the Year Ended June 30, 2023

	<b>KIPP PCS</b>				
	<b>Program Services</b>			<b>Support Services</b>	<b>Total Expenses</b>
	<b>Regular Education</b>	<b>Special Education</b>	<b>Total</b>	<b>Management and General</b>	
<b>Other:</b>					
Contracted services	\$ 15,995	\$ -	\$ 15,995	\$ -	\$ 15,995
Office	6,837	-	6,837	-	6,837
Miscellaneous	26,928	-	26,928	-	26,928
Professional fees	28,806	-	28,806	10,343	39,149
Amortization	84,154	-	84,154	-	84,154
Interest	18,780	-	18,780	-	18,780
	<u>\$ 181,500</u>	<u>\$ -</u>	<u>\$ 181,500</u>	<u>\$ 10,343</u>	<u>\$ 191,843</u>
Total expenses					

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Schedule of Expenditures of Federal Awards  
For the Year Ended June 30, 2023

Federal Grantor/ Pass-Through Grantor/ Program or Cluster Title	Assistance Listing (AL) Number	Pass-Through Entity Identifying Number	Federal Expenditures
<b>U.S. Department of Education:</b>			
Passed-through New York State Education Department:			
COVID-19 - Education Stabilization Fund	84.425D	5891-21-5445 5891-21-5515 5891-21-5520 5891-21-4294 5891-21-5720 5891-21-4160 5891-21-4282	\$ 1,582,461
COVID-19 - Education Stabilization Fund	84.425U	5880-21-5445 5880-21-5515 5880-21-5520 5880-21-4294 5880-21-4296 5880-21-5720 5880-21-4160 5880-21-4282 5218-21-4282	<u>9,231,724</u>
Total AL No. 84.425			10,814,185
Title I Grants to Local Educational Agencies	84.010	0021-22-5445 0021-22-5515 0021-22-5520 0021-22-4294 0021-22-4296 0021-22-4160 0021-22-4282 0021-23-5445 0021-23-5515 0021-23-5520 0021-23-4294 0021-23-4296 0021-23-5720 0021-23-4160 0021-23-4282	2,690,935
English Language Acquisition State Grants	84.365	0293-23-4282	44,372

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Schedule of Expenditures of Federal Awards  
 For the Year Ended June 30, 2023

Federal Grantor/ Pass-Through Grantor/ Program or Cluster Title	Assistance Listing (AL) Number	Pass-Through Entity Identifying Number	Federal Expenditures
<b>U.S. Department of Education: (Continued)</b>			
Passed-through New York State Education Department: (Continued)			
Supporting Effective Instruction State Grants (Formerly, Improving Teacher Quality State Grants)	84.367	0147-22-5445 0147-22-5515 0147-22-5520 0147-22-4294 0147-22-4296 0147-22-5720 0147-22-4160 0147-22-4282 0147-23-5445 0147-23-5515 0147-23-5520 0147-23-4294 0147-23-4296 0147-23-5720 0147-23-4160 0147-23-4282	405,476
Student Support and Academic Enrichment Program	84.424	0204-22-5445 0204-22-5515 0204-22-5520 0204-22-4294 0204-22-4296 0204-22-4160 0204-22-4282 0204-23-5445 0204-23-5515 0204-23-5520 0204-23-4294 0204-23-4296 0204-23-4160 0204-23-4282	190,909
Passed-through KIPP Foundation:			
Supporting Effective Educator Development Program	84.423	29246977	69,658
Total U.S. Department of Education			14,215,535

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Schedule of Expenditures of Federal Awards  
For the Year Ended June 30, 2023

Federal Grantor/ Pass-Through Grantor/ Program or Cluster Title	Assistance Listing (AL) Number	Pass-Through Entity Identifying Number	Federal Expenditures
<b>U.S. Department of Agriculture:</b>			
Passed-through New York State Education Department:			
Child Nutrition Cluster:			
National School Lunch Program	10.555	N/A	2,084,522
National School Lunch Program (Food Commodities)	10.555	N/A	<u>126,080</u>
Total AL No. 10.555			2,210,602
School Breakfast Program	10.553	N/A	832,794
Summer Food Service Program for Children	10.559	N/A	<u>187,541</u>
Total Child Nutrition Cluster			3,230,937
COVID-19 - Pandemic EBT Administrative Costs	10.649	N/A	<u>5,019</u>
Total U.S. Department of Agriculture			<u>3,235,956</u>
<b>Federal Communications Commission:</b>			
Passed-through KIPP New York LLC:			
COVID-19 - Emergency Connectivity Fund Program	32.009	N/A	<u>223,465</u>
<b>U.S. Department of Health and Human Services:</b>			
Passed-through New York Office of Children and Family Services:			
Child Care and Development Block Grant (CCDF Cluster)	93.575	N/A	<u>304,418</u>
<b>Total Expenditures of Federal Awards</b>			<u><u>\$ 17,979,374</u></u>

**Note 1. Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards includes the Federal assistance 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 Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

**Note 2. Indirect Cost Rate**

The School has elected not to use the 10% de minimis cost rate for its Federal programs.

**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**

Independent Auditor's Report

To the Board of Directors of  
KIPP NYC Public Charter Schools:

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 consolidated financial statements of KIPP NYC Public Charter Schools (the School), which comprise the consolidated statement of financial position as of June 30, 2023, and the related consolidated statements of activities and changes in net assets, cash flows and functional expenses for the year then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated November 29, 2023.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the consolidated financial statements, we considered the School'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 consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the 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 consolidated 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 preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We identified a certain deficiency in internal control, described in the accompanying schedule of findings and questioned costs as item 2023-001, that we consider to be a material weakness.

**Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's consolidated 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 consolidated financial statements. 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 an instance of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and questioned costs as item 2023-001.

## **The School's Response to Findings**

*Government Auditing Standards* require the auditor to perform limited procedures on the School's response to the findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the other auditing procedures applied in the audit of the consolidated financial statements and, accordingly, we express no opinion on the response.

## **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 results of that testing, and not to provide an opinion on the effectiveness of the School'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 School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*AAFCPA, Inc.*

Westborough, Massachusetts  
November 29, 2023

**Report on Compliance for Each Major Federal Program and Report on Internal Control  
Over Compliance Required by the Uniform Guidance**

Independent Auditor's Report

To the Board of Directors of  
KIPP NYC Public Charter Schools:

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

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

We have audited KIPP NYC Public Charter Schools' (the School) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major Federal programs for the year ended June 30, 2023. The School's major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the 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, 2023.

***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major Federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's Federal programs.

### ***Auditor's Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to on the previous page occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to on the previous page is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major Federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### **Report on 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 a 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 Auditor's Responsibilities for the Audit of Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.



**Report on Internal Control Over Compliance (Continued)**

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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 results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*AAFCPA, Inc.*

Westborough, Massachusetts  
November 29, 2023

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Schedule of Findings and Questioned Costs  
June 30, 2023

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**1. SUMMARY OF AUDITOR’S RESULTS**

**Consolidated Financial Statements**

Type of auditor’s report issued on whether the consolidated financial statements audited were prepared in accordance with U.S. GAAP: Unmodified

Is a “going concern” emphasis-of-matter paragraph included in the auditor’s report?             Yes                        X   No

Internal control over financial reporting:

- Material weakness(es) identified?        X   Yes                             No
- Significant deficiency(ies) identified?             Yes                        X   None reported

Noncompliance material to consolidated financial statements noted?        X   Yes                             No

**Federal Awards**

Internal control over major Federal programs:

- Material weakness(es) identified?             Yes                        X   No
- Significant deficiency(ies) identified?             Yes                        X   None reported

Type of auditor’s report issued on compliance for major Federal programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?             Yes                        X   No

Identification of major Federal programs:

<u>Name of Federal Program or Cluster</u>	<u>Assistance Listing Number</u>
COVID-19 - Education Stabilization Fund	84.425D 84.425U
Title I Grants to Local Educational Agencies	84.010

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000.

Auditee qualified as low-risk auditee?             Yes                        X   No

## KIPP NYC PUBLIC CHARTER SCHOOLS

Schedule of Findings and Questioned Costs  
June 30, 2023

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### 2. CONSOLIDATED FINANCIAL STATEMENT FINDINGS

#### Material Weakness:

##### Finding 2023-001

*Criteria:* The School is required to bill per-pupil tuition based on predetermined rates and number of pupils enrolled and attending the School.

*Condition:* During fiscal years 2022 and 2023, the School had unreconciled per-pupil tuition billing discrepancies with the New York State Education Department (NYSED) for both general education and special education students. The discrepancies resulted primarily from three types of data: (a) misalignment of the level of service billed compared to the level approved in the Special Education Student Information System, (b) data for students who left the School and for whom residence data in the School system lagged NYSED data, and (c) a misalignment of final attendance information between the School and NYSED data. In fiscal year 2022, the total per-pupil revenue was \$107,449,851 and the amount unreconciled for general education students was \$755,117 and \$180,552 for special education students. There was an unreconciled amount of \$104,627 for rental assistance payments. In fiscal year 2023, the total per-pupil revenue was \$118,909,553 and the amount unreconciled for general education students was \$660,328 and \$466,488 for special education students.

*Cause:* The School's per-pupil tuition billing software was not being reconciled timely with the student records database which led to the discrepancy in per-pupil tuition billing.

*Effect:* This resulted in an unreconciled per-pupil tuition amount of \$755,117 for general education students and \$180,552 for special education students in fiscal year 2022 that had a total per-pupil tuition revenue of \$107,449,851. A restatement of the fiscal year 2022 consolidated financial statements of \$1,040,296 was required, which also included an amount of \$104,627 for rental assistance payments. In addition, the fiscal year 2023 unreconciled per-pupil tuition was \$660,328 for general education students and \$466,488 for special education students, which had a total per-pupil tuition revenue of \$118,909,553 and adjusting entries were proposed during the audit fieldwork to properly state the balance.

*Recommendation:* We recommend the School develop policies and procedures surrounding its student records database and the per-pupil billing software to ensure records are updated concurrently amongst both systems. In addition, these policies and procedures should ensure a reconciliation between both systems is done on a more frequent basis to avoid overbillings and properly state revenue throughout the course of the year. Although these databases are not integrated, management should investigate if there is Robotic Process Automation (RPA) that could eliminate the need for duplicating entries into two systems.

*Management's Response:* Current management has developed the controls and procedures and will put additional training in place to ensure adherence to updated procedures. Management has widely distributed the new procedures and is working with staff to conduct trainings to ensure per-pupil tuition reconciliations are occurring on a timely basis. The timely reconciliations for both general and special education per-pupil tuition submissions in conjunction with current management conducting additional reviews of financials before providing to auditors for the year-end audit process will prevent client proposed adjustments.

### 3. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None

**KIPP NYC PUBLIC CHARTER SCHOOLS**

Schedule of Prior Year Findings and Questioned Costs  
June 30, 2023

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**STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS**

**Financial Statement Findings – Material Weakness**

***Finding 2022-001***

*Finding*

During the performance of the audit, adjustments for the Gerard Facility operating lease were required to properly record the operating lease rental expense along with its termination option payout on a straight-line basis and record related deferred rent.

*Status*

Corrective action has been taken during fiscal year 2023. The School adopted Accounting Standards Update 2016-02, *Leases (Topic 842)*, and all lease activity was properly recorded during fiscal year 2023. This finding was addressed in fiscal year 2023.

## **Conflicts of Interest Policy**

### **KIPP NYC Public Charter Schools & KIPP Academy Charter School**

#### **Purpose:**

KIPP NYC Public Charter Schools and KIPP Academy Charter School (collectively, “KIPP NYC”) has adopted a Code of Ethics setting forth for the guidance of trustees, officers and employees the standards of conduct expected of them, including standards with respect to disclosure of conflicts of interest regarding any matter brought or required to be brought before their respective Boards. The Conflict of Interest Policy is part of the Codes of Ethics adopted by each of the Corporations. It provides procedures for addressing, disclosing, and documenting conflicts of interest as such term is used in §§ 800 through 806 of the New York State General Municipal Law (hereafter “the Municipal Law”) and in § 715-a of the Not-for-Profit Corporation Law. It also includes procedures for addressing Related Party Transactions, as such term is defined in § 102 (24) of the Not-for-Profit Corporation Law. The Policy supplements, and does not replace any applicable provisions of the General Municipal Law and other state and federal laws governing conflicts of interest. It applies to all Trustees, Officers and Key Employees of each of the Corporations. The Schools will be referred to herein, individually, as “the Corporation.”

#### **Definitions:**

“Affiliate” means an entity controlled by, in control of, or under common control with the Corporation.

“Audit Committee” means the Audit Committee of the Corporation, as described in the By-laws of the Corporation. The Audit Committee is comprised of at least three Trustees who are Independent Directors as defined in § 102 (21) of the Not-for-Profit Corporation Law and in this Policy.

“Board” means the Board of Trustees.

“Compensation” means direct or indirect remuneration, as well as gifts or favors. A gift or favor that is valued at \$75 or more is expressly prohibited by the Municipal Law when offered to a Trustee, Officer or Key Employee in connection with official duties, but gifts of lesser value may also be subject to this policy.

“Corporation” refers to each of the KIPP NYC Public Charter Schools which have adopted this policy and which are Education Corporations and, as such, subject to provisions of the Not-for-Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law. Each Corporation, as a chartered entity, is also subject to the Conflict of Interest Provisions of §§ 800 through 806 of the General Municipal Law,

“Financial Interest”: A person has a “Financial Interest” in a transaction if such person would receive an economic benefit, directly or indirectly, from such transaction or compensation agreement.

“Independent Director” means a Trustee who (i) is not, and has not been within the last three years, an employee of the Corporation or an Affiliate and does not have a Relative who is, or has been within the last three years, a Key Employee of the Corporation or of an Affiliate; (ii) has not received, and does not have a Relative who has received, in any of the last three fiscal years, more than \$10,000 in direct compensation from the Corporation or from an Affiliate (other than reimbursement for expenses reasonably incurred as a Trustee, Officer or Key Employee); and (iii) is not a current employee of, or does not have a substantial financial interest in, and does not have a Relative who is a current officer of or who has a substantial financial interest in, any entity that has made payments to, or received payments from the Corporation or from an Affiliate for property or services in an amount which, in any of the last three fiscal years, exceeds the lesser of \$25,000 or 2 % of such entity’s consolidated gross revenues. For these purposes, “payment” does not include charitable contributions.

“Key Employee” includes but is not limited to any person who is in a position to exercise substantial influence over the Corporation, as defined from time to time by the Corporation, or who has or shares authority to control or determine a substantial portion of the operating budgets of the Corporation or the schools or compensation for employees.

“Related Party” means: (1) any Trustee, Officer, or Key Employee of the Corporation or an Affiliate; (2) A Relative of any Trustee, Officer, or Key Employee of the Corporation or an Affiliate or (3) any entity in which any individual described in clause (1) or (2) of this definition has a 35% or greater ownership or beneficial interest, except that in the case of a partnership or professional corporation, a Related Party will include an entity in which any individual described in clause (1) or (2) above has a direct or indirect ownership interest in excess of 5%.

“Related Party Transaction” means any transaction or agreement or other kind of arrangement between the Corporation and a Related Party or an entity in which the Related Party has an interest. Related Party Transactions are subject to special provisions for disclosure, evaluation and documentation. In addition, certain Related Party Transactions are subject to limitations described in the Municipal Law. These special provisions and limitations are summarized in this Policy.

“Relative” means an individual’s spouse or domestic partner, as defined in Public Health Law §2994-a, ancestors, siblings (whether whole or half-blood), children (whether natural or adopted), grandchildren, great grandchildren and spouses or domestic partners of ancestors, siblings, children, grandchildren, and great-grandchildren. Children of siblings and their spouses and partners will also be considered Relatives under this Policy.

“School” any school managed by the Corporation.

“Trustees” and “Officers” are the elected individuals responsible for managing the affairs of the Corporation as described in the By-laws.

### **What is a Conflict of Interest?**

For purposes of this Policy, a “Conflict of Interest” arises when the personal, professional or financial interests of a Trustee, Officer or Key Employee diverge or may potentially diverge from the interests of the Corporation. A conflict of interest will arise when a transaction involving the Corporation could financially harm or benefit a person covered by this Policy, but a conflict of interest does not always involve financial interests. A conflict may also involve the use of the services or facilities of the Corporation or may involve the use of staff assistance for purposes other than carrying out professional or fiduciary duties.

Conflicts may also arise if a Trustee, Officer or Key Employee is asked to communicate on behalf of a person or firm with the Corporation. Accordingly, a Trustee, Officer or Key Employee may not communicate with the Board or a School on behalf of a person or a firm, unless requested to do so by the Corporation, and shall avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Trustee of the Corporation or employees of one of the Schools. If a Trustee, Officer or Key Employee inadvertently engages in such activities, he/she shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

### **Disclosure of Conflicts of Interest:**

Written disclosure of all potential Conflicts of Interest is required of Trustees, Officers and Key Employees prior to election or appointment and annually thereafter. However, Conflicts of Interest may arise between annual updates and, accordingly, an individual with a duality of interest shall disclose the potential Conflict (a) prior to voting on or otherwise discharging his or her duties with respect to any matter involving the potential Conflict; (b) prior to entering into any contract or transaction involving the Corporation; and (c) as soon as possible after he or she learns of an actual or potential Conflict of Interest. Disclosure of the material facts surrounding the Conflict of Interest shall be made to the Chairperson of the Board and the Chairperson of the Audit Committee. The interested Trustee or Officer shall thereafter refrain from participating in deliberations and decisions relating to the matter unless he or she is asked for information by the Chairperson of the Board or the Audit Committee.

The existence and resolution (as applicable) of any reported Conflict of Interest shall be documented in the appropriate records of the Corporation, including in the minutes of any meeting at which the Conflict of Interest was discussed and voted upon.

A Key Employee who wishes to use staff assistance, services or facilities for purposes other than carrying out professional responsibilities will disclose the Conflict to the Principal of the School who will exercise discretion in allowing or disallowing the proposed use in accordance with this Policy.

**Annual Statements:**

Without limiting the general and continuing disclosure obligation set forth in the preceding section, the Chairperson of the Audit Committee shall distribute annually to all Trustees, Officers and Key Employees, a form soliciting the disclosure of all potential Conflicts of Interests, including specific information concerning the terms of any contract or transaction with the Corporation and whether the applicable processes set forth in this Policy were used. Each Trustee, Officer and Key Employee shall also annually sign a statement included with the form distributed by the Corporation which affirms such person:

- a. has received a copy of this Policy;
- b. has read and understands this Policy, and
- c. has agreed to comply with this Policy.

Written disclosures shall be submitted to and reviewed by the Chairperson of the Board and the Chairperson of the Audit Committee.

**Related Party Transactions:**

A Related Party Transaction is a transaction in which the Corporation is a party and a Related Party (as defined above) has a financial interest or another material interest. All rules and principles related to disclosure of Conflicts of Interest apply to Related Party Transactions, but in addition, the Trustees must initiate a formal Audit Committee review or a review by a quorum of the Board consisting of Independent Trustees.

Any Trustee, Officer or Key Employee with an interest in a Related Party Transaction shall make a good faith disclosure of all material facts related to such interest to the Audit Committee. The Audit Committee shall review all the material facts related to the proposed Related Party Transaction and request any additional information that it deems necessary to complete such review.

The Municipal Law prohibits transactions between Charter Schools and for-profit business entities in which a member of the Board of Trustees or a Key Employee has an interest if such Trustee or Key Employee has certain enumerated responsibilities. Accordingly, the Audit Committee will first determine whether or not the Trustee, Officer or Key Employee who has an interest in any proposed contract with a for-profit entity, has the power or duty, individually or as a member of the Board, to (1) negotiate, prepare, authorize or approve the contract or authorize payment thereunder; (2) audit bills or claims under the contract; or (3) appoint an officer or employee who has any of these powers or duties. If the interested Trustee, Officer or Key Employee does not have any of the enumerated responsibilities or if the proposed contract is with a not-for-profit entity, or is otherwise authorized by § 802 of the Municipal Law, the Committee may continue its review.



If a Related Party Transaction is otherwise authorized and the Related Party has a “substantial” financial interest or other material interest in such transaction, as assessed by the Audit Committee, the Audit Committee shall consider alternative transactions to the proposed transaction and the Chairperson of the Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives. The Committee, after reviewing any such alternatives, shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

The Audit Committee shall after considering alternative transactions and/or comparability data, determine whether the transaction or arrangement is fair, reasonable, and in the best interest of the Corporation at the time of its decision.

Following its review the Audit Committee may approve the transaction, or may refer the matter to the Board of Trustees for approval by the Board.

Upon receiving a recommendation from the Audit Committee, the Board may accept the recommendation or make an independent determination as to whether the proposed transaction is fair, reasonable and in the best interests of the Corporation. Upon the affirmative vote of not less than a majority of independent Trustees present, the Trustees may authorize the transaction.

At the time of any deliberation or decision by the Audit Committee or the Board concerning the authorization of a proposed Related Party Transaction, the interested Trustee, Officer or Key Employee shall not be present and shall not attempt to improperly influence any deliberations or voting, provided that the Board, or Audit Committee, may request such individual to provide information regarding the Related Party Transaction prior to the commencement of deliberations or voting.

The minutes of the meeting of the Board and the Audit Committee that conducted the initial review shall provide contemporaneous documentation of the basis for approval, including the Board’s consideration of any alternative transactions. The minutes shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings.

The Corporation shall not enter into a Related Party Transaction unless it is approved in accordance with this Policy. **Any Related Party Transaction that is approved without complying with the procedure set forth in this section shall be void.**

### **Periodic Reviews**

To ensure that the KIPP NYC Public Charter Schools operate in a manner consistent with charitable purposes and do not engage in activities that could jeopardize tax-exempt status, periodic reviews shall be conducted by the Audit Committee of each Corporation. The Audit

Committee shall report to the Board of Trustees. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are fair and reasonable, based on competent survey information, and in the best interests of the Corporation.
- b. Whether any related party transactions or arrangements with or on behalf of the Corporation are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

**Violations of the Conflicts of Interest Policy:**

If the Board has reasonable cause to believe that a Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall inform the individual of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose. If, after hearing the response and after making further investigation as warranted by the circumstances, the Board determines that the Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.



**KIPP NYC Conflict of Interest Policy 2022-23  
Acknowledgement of Receipt**

1. Name of Board Member: Gwendolyn Brunson
2. Board(s) on Which Member Serves: KIPP Academy Charter School; KIPP NYC Public Charter Schools
3. Office(s) Held by Board Member: Member, KIPP Academy Charter School  
Member, KIPP NYC Public Charter Schools
4. By my signature below, I certify that I have:
  - a. Received a copy of KIPP NYC's Conflict of Interest Policy;
  - b. Read and understood this Policy; and,
  - c. Agreed to comply with this Policy.

Signature of Board Member: 

Date: 7/5/2023

## 2023 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2023

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	KIPP NYC Public Charter Schools
Name of trustee (print):	Gwendolyn Brunson
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	gbrunson@probation.nyc.gov

Home Address	
Please complete with <i>changes</i> only:	
Street:	890 Trinity Ave Apt 8C
City, State Zip:	Bronx, NY, 10456
Phone:	917-853-9040

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

## **Conflicts of Interest Policy**

### **KIPP NYC Public Charter Schools & KIPP Academy Charter School**

#### **Purpose:**

KIPP NYC Public Charter Schools and KIPP Academy Charter School (collectively, “KIPP NYC”) has adopted a Code of Ethics setting forth for the guidance of trustees, officers and employees the standards of conduct expected of them, including standards with respect to disclosure of conflicts of interest regarding any matter brought or required to be brought before their respective Boards. The Conflict of Interest Policy is part of the Codes of Ethics adopted by each of the Corporations. It provides procedures for addressing, disclosing, and documenting conflicts of interest as such term is used in §§ 800 through 806 of the New York State General Municipal Law (hereafter “the Municipal Law”) and in § 715-a of the Not-for-Profit Corporation Law. It also includes procedures for addressing Related Party Transactions, as such term is defined in § 102 (24) of the Not-for-Profit Corporation Law. The Policy supplements, and does not replace any applicable provisions of the General Municipal Law and other state and federal laws governing conflicts of interest. It applies to all Trustees, Officers and Key Employees of each of the Corporations. The Schools will be referred to herein, individually, as “the Corporation.”

#### **Definitions:**

“Affiliate” means an entity controlled by, in control of, or under common control with the Corporation.

“Audit Committee” means the Audit Committee of the Corporation, as described in the By-laws of the Corporation. The Audit Committee is comprised of at least three Trustees who are Independent Directors as defined in § 102 (21) of the Not-for-Profit Corporation Law and in this Policy.

“Board” means the Board of Trustees.

“Compensation” means direct or indirect remuneration, as well as gifts or favors. A gift or favor that is valued at \$75 or more is expressly prohibited by the Municipal Law when offered to a Trustee, Officer or Key Employee in connection with official duties, but gifts of lesser value may also be subject to this policy.

“Corporation” refers to each of the KIPP NYC Public Charter Schools which have adopted this policy and which are Education Corporations and, as such, subject to provisions of the Not-for-Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law. Each Corporation, as a chartered entity, is also subject to the Conflict of Interest Provisions of §§ 800 through 806 of the General Municipal Law,

“Financial Interest”: A person has a “Financial Interest” in a transaction if such person would receive an economic benefit, directly or indirectly, from such transaction or compensation agreement.

“Independent Director” means a Trustee who (i) is not, and has not been within the last three years, an employee of the Corporation or an Affiliate and does not have a Relative who is, or has been within the last three years, a Key Employee of the Corporation or of an Affiliate; (ii) has not received, and does not have a Relative who has received, in any of the last three fiscal years, more than \$10,000 in direct compensation from the Corporation or from an Affiliate (other than reimbursement for expenses reasonably incurred as a Trustee, Officer or Key Employee); and (iii) is not a current employee of, or does not have a substantial financial interest in, and does not have a Relative who is a current officer of or who has a substantial financial interest in, any entity that has made payments to, or received payments from the Corporation or from an Affiliate for property or services in an amount which, in any of the last three fiscal years, exceeds the lesser of \$25,000 or 2 % of such entity’s consolidated gross revenues. For these purposes, “payment” does not include charitable contributions.

“Key Employee” includes but is not limited to any person who is in a position to exercise substantial influence over the Corporation, as defined from time to time by the Corporation, or who has or shares authority to control or determine a substantial portion of the operating budgets of the Corporation or the schools or compensation for employees.

“Related Party” means: (1) any Trustee, Officer, or Key Employee of the Corporation or an Affiliate; (2) A Relative of any Trustee, Officer, or Key Employee of the Corporation or an Affiliate or (3) any entity in which any individual described in clause (1) or (2) of this definition has a 35% or greater ownership or beneficial interest, except that in the case of a partnership or professional corporation, a Related Party will include an entity in which any individual described in clause (1) or (2) above has a direct or indirect ownership interest in excess of 5%.

“Related Party Transaction” means any transaction or agreement or other kind of arrangement between the Corporation and a Related Party or an entity in which the Related Party has an interest. Related Party Transactions are subject to special provisions for disclosure, evaluation and documentation. In addition, certain Related Party Transactions are subject to limitations described in the Municipal Law. These special provisions and limitations are summarized in this Policy.

“Relative” means an individual’s spouse or domestic partner, as defined in Public Health Law §2994-a, ancestors, siblings (whether whole or half-blood), children (whether natural or adopted), grandchildren, great grandchildren and spouses or domestic partners of ancestors, siblings, children, grandchildren, and great-grandchildren. Children of siblings and their spouses and partners will also be considered Relatives under this Policy.

“School” any school managed by the Corporation.

“Trustees” and “Officers” are the elected individuals responsible for managing the affairs of the Corporation as described in the By-laws.

### **What is a Conflict of Interest?**

For purposes of this Policy, a “Conflict of Interest” arises when the personal, professional or financial interests of a Trustee, Officer or Key Employee diverge or may potentially diverge from the interests of the Corporation. A conflict of interest will arise when a transaction involving the Corporation could financially harm or benefit a person covered by this Policy, but a conflict of interest does not always involve financial interests. A conflict may also involve the use of the services or facilities of the Corporation or may involve the use of staff assistance for purposes other than carrying out professional or fiduciary duties.

Conflicts may also arise if a Trustee, Officer or Key Employee is asked to communicate on behalf of a person or firm with the Corporation. Accordingly, a Trustee, Officer or Key Employee may not communicate with the Board or a School on behalf of a person or a firm, unless requested to do so by the Corporation, and shall avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Trustee of the Corporation or employees of one of the Schools. If a Trustee, Officer or Key Employee inadvertently engages in such activities, he/she shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

### **Disclosure of Conflicts of Interest:**

Written disclosure of all potential Conflicts of Interest is required of Trustees, Officers and Key Employees prior to election or appointment and annually thereafter. However, Conflicts of Interest may arise between annual updates and, accordingly, an individual with a duality of interest shall disclose the potential Conflict (a) prior to voting on or otherwise discharging his or her duties with respect to any matter involving the potential Conflict; (b) prior to entering into any contract or transaction involving the Corporation; and (c) as soon as possible after he or she learns of an actual or potential Conflict of Interest. Disclosure of the material facts surrounding the Conflict of Interest shall be made to the Chairperson of the Board and the Chairperson of the Audit Committee. The interested Trustee or Officer shall thereafter refrain from participating in deliberations and decisions relating to the matter unless he or she is asked for information by the Chairperson of the Board or the Audit Committee.

The existence and resolution (as applicable) of any reported Conflict of Interest shall be documented in the appropriate records of the Corporation, including in the minutes of any meeting at which the Conflict of Interest was discussed and voted upon.

A Key Employee who wishes to use staff assistance, services or facilities for purposes other than carrying out professional responsibilities will disclose the Conflict to the Principal of the School who will exercise discretion in allowing or disallowing the proposed use in accordance with this Policy.



**Annual Statements:**

Without limiting the general and continuing disclosure obligation set forth in the preceding section, the Chairperson of the Audit Committee shall distribute annually to all Trustees, Officers and Key Employees, a form soliciting the disclosure of all potential Conflicts of Interests, including specific information concerning the terms of any contract or transaction with the Corporation and whether the applicable processes set forth in this Policy were used. Each Trustee, Officer and Key Employee shall also annually sign a statement included with the form distributed by the Corporation which affirms such person:

- a. has received a copy of this Policy;
- b. has read and understands this Policy, and
- c. has agreed to comply with this Policy.

Written disclosures shall be submitted to and reviewed by the Chairperson of the Board and the Chairperson of the Audit Committee.

**Related Party Transactions:**

A Related Party Transaction is a transaction in which the Corporation is a party and a Related Party (as defined above) has a financial interest or another material interest. All rules and principles related to disclosure of Conflicts of Interest apply to Related Party Transactions, but in addition, the Trustees must initiate a formal Audit Committee review or a review by a quorum of the Board consisting of Independent Trustees.

Any Trustee, Officer or Key Employee with an interest in a Related Party Transaction shall make a good faith disclosure of all material facts related to such interest to the Audit Committee. The Audit Committee shall review all the material facts related to the proposed Related Party Transaction and request any additional information that it deems necessary to complete such review.

The Municipal Law prohibits transactions between Charter Schools and for-profit business entities in which a member of the Board of Trustees or a Key Employee has an interest if such Trustee or Key Employee has certain enumerated responsibilities. Accordingly, the Audit Committee will first determine whether or not the Trustee, Officer or Key Employee who has an interest in any proposed contract with a for-profit entity, has the power or duty, individually or as a member of the Board, to (1) negotiate, prepare, authorize or approve the contract or authorize payment thereunder; (2) audit bills or claims under the contract; or (3) appoint an officer or employee who has any of these powers or duties. If the interested Trustee, Officer or Key Employee does not have any of the enumerated responsibilities or if the proposed contract is with a not-for-profit entity, or is otherwise authorized by § 802 of the Municipal Law, the Committee may continue its review.

If a Related Party Transaction is otherwise authorized and the Related Party has a “substantial” financial interest or other material interest in such transaction, as assessed by the Audit Committee, the Audit Committee shall consider alternative transactions to the proposed transaction and the Chairperson of the Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives. The Committee, after reviewing any such alternatives, shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

The Audit Committee shall after considering alternative transactions and/or comparability data, determine whether the transaction or arrangement is fair, reasonable, and in the best interest of the Corporation at the time of its decision.

Following its review the Audit Committee may approve the transaction, or may refer the matter to the Board of Trustees for approval by the Board.

Upon receiving a recommendation from the Audit Committee, the Board may accept the recommendation or make an independent determination as to whether the proposed transaction is fair, reasonable and in the best interests of the Corporation. Upon the affirmative vote of not less than a majority of independent Trustees present, the Trustees may authorize the transaction.

At the time of any deliberation or decision by the Audit Committee or the Board concerning the authorization of a proposed Related Party Transaction, the interested Trustee, Officer or Key Employee shall not be present and shall not attempt to improperly influence any deliberations or voting, provided that the Board, or Audit Committee, may request such individual to provide information regarding the Related Party Transaction prior to the commencement of deliberations or voting.

The minutes of the meeting of the Board and the Audit Committee that conducted the initial review shall provide contemporaneous documentation of the basis for approval, including the Board’s consideration of any alternative transactions. The minutes shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings.

The Corporation shall not enter into a Related Party Transaction unless it is approved in accordance with this Policy. **Any Related Party Transaction that is approved without complying with the procedure set forth in this section shall be void.**

### **Periodic Reviews**

To ensure that the KIPP NYC Public Charter Schools operate in a manner consistent with charitable purposes and do not engage in activities that could jeopardize tax-exempt status, periodic reviews shall be conducted by the Audit Committee of each Corporation. The Audit

Committee shall report to the Board of Trustees. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are fair and reasonable, based on competent survey information, and in the best interests of the Corporation.
- b. Whether any related party transactions or arrangements with or on behalf of the Corporation are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

**Violations of the Conflicts of Interest Policy:**

If the Board has reasonable cause to believe that a Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall inform the individual of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose. If, after hearing the response and after making further investigation as warranted by the circumstances, the Board determines that the Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.



**KIPP NYC Conflict of Interest Policy 2022-23  
Acknowledgement of Receipt**

1. Name of Board Member: Kange Kaneene
2. Board(s) on Which Member Serves: KIPP NYC Public Charter Schools
3. Office(s) Held by Board Member: Chair, KIPP NYC Public Charter Schools
4. By my signature below, I certify that I have:
  - a. Received a copy of KIPP NYC's Conflict of Interest Policy;
  - b. Read and understood this Policy; and,
  - c. Agreed to comply with this Policy.

Signature of Board Member:  \_\_\_\_\_

Date: 6/30/2023

## 2023 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2023

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	KIPP NYC Public Charter Schools
Name of trustee (print):	Kange Kaneene
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair
Email Address:	kange.kaneene@gmail.com

Home Address	
Please complete with <i>changes</i> only:	
Street:	81 Fleet Pl Apt 12S
City, State Zip:	Brooklyn, NY, 11201
Phone:	5174108535

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

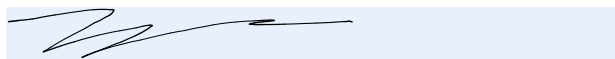
**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:



*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## **Conflicts of Interest Policy**

### **KIPP NYC Public Charter Schools & KIPP Academy Charter School**

#### **Purpose:**

KIPP NYC Public Charter Schools and KIPP Academy Charter School (collectively, “KIPP NYC”) has adopted a Code of Ethics setting forth for the guidance of trustees, officers and employees the standards of conduct expected of them, including standards with respect to disclosure of conflicts of interest regarding any matter brought or required to be brought before their respective Boards. The Conflict of Interest Policy is part of the Codes of Ethics adopted by each of the Corporations. It provides procedures for addressing, disclosing, and documenting conflicts of interest as such term is used in §§ 800 through 806 of the New York State General Municipal Law (hereafter “the Municipal Law”) and in § 715-a of the Not-for-Profit Corporation Law. It also includes procedures for addressing Related Party Transactions, as such term is defined in § 102 (24) of the Not-for-Profit Corporation Law. The Policy supplements, and does not replace any applicable provisions of the General Municipal Law and other state and federal laws governing conflicts of interest. It applies to all Trustees, Officers and Key Employees of each of the Corporations. The Schools will be referred to herein, individually, as “the Corporation.”

#### **Definitions:**

“Affiliate” means an entity controlled by, in control of, or under common control with the Corporation.

“Audit Committee” means the Audit Committee of the Corporation, as described in the By-laws of the Corporation. The Audit Committee is comprised of at least three Trustees who are Independent Directors as defined in § 102 (21) of the Not-for-Profit Corporation Law and in this Policy.

“Board” means the Board of Trustees.

“Compensation” means direct or indirect remuneration, as well as gifts or favors. A gift or favor that is valued at \$75 or more is expressly prohibited by the Municipal Law when offered to a Trustee, Officer or Key Employee in connection with official duties, but gifts of lesser value may also be subject to this policy.

“Corporation” refers to each of the KIPP NYC Public Charter Schools which have adopted this policy and which are Education Corporations and, as such, subject to provisions of the Not-for-Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law. Each Corporation, as a chartered entity, is also subject to the Conflict of Interest Provisions of §§ 800 through 806 of the General Municipal Law,

“Financial Interest”: A person has a “Financial Interest” in a transaction if such person would receive an economic benefit, directly or indirectly, from such transaction or compensation agreement.

“Independent Director” means a Trustee who (i) is not, and has not been within the last three years, an employee of the Corporation or an Affiliate and does not have a Relative who is, or has been within the last three years, a Key Employee of the Corporation or of an Affiliate; (ii) has not received, and does not have a Relative who has received, in any of the last three fiscal years, more than \$10,000 in direct compensation from the Corporation or from an Affiliate (other than reimbursement for expenses reasonably incurred as a Trustee, Officer or Key Employee); and (iii) is not a current employee of, or does not have a substantial financial interest in, and does not have a Relative who is a current officer of or who has a substantial financial interest in, any entity that has made payments to, or received payments from the Corporation or from an Affiliate for property or services in an amount which, in any of the last three fiscal years, exceeds the lesser of \$25,000 or 2 % of such entity’s consolidated gross revenues. For these purposes, “payment” does not include charitable contributions.

“Key Employee” includes but is not limited to any person who is in a position to exercise substantial influence over the Corporation, as defined from time to time by the Corporation, or who has or shares authority to control or determine a substantial portion of the operating budgets of the Corporation or the schools or compensation for employees.

“Related Party” means: (1) any Trustee, Officer, or Key Employee of the Corporation or an Affiliate; (2) A Relative of any Trustee, Officer, or Key Employee of the Corporation or an Affiliate or (3) any entity in which any individual described in clause (1) or (2) of this definition has a 35% or greater ownership or beneficial interest, except that in the case of a partnership or professional corporation, a Related Party will include an entity in which any individual described in clause (1) or (2) above has a direct or indirect ownership interest in excess of 5%.

“Related Party Transaction” means any transaction or agreement or other kind of arrangement between the Corporation and a Related Party or an entity in which the Related Party has an interest. Related Party Transactions are subject to special provisions for disclosure, evaluation and documentation. In addition, certain Related Party Transactions are subject to limitations described in the Municipal Law. These special provisions and limitations are summarized in this Policy.

“Relative” means an individual’s spouse or domestic partner, as defined in Public Health Law §2994-a, ancestors, siblings (whether whole or half-blood), children (whether natural or adopted), grandchildren, great grandchildren and spouses or domestic partners of ancestors, siblings, children, grandchildren, and great-grandchildren. Children of siblings and their spouses and partners will also be considered Relatives under this Policy.

“School” any school managed by the Corporation.



“Trustees” and “Officers” are the elected individuals responsible for managing the affairs of the Corporation as described in the By-laws.

### **What is a Conflict of Interest?**

For purposes of this Policy, a “Conflict of Interest” arises when the personal, professional or financial interests of a Trustee, Officer or Key Employee diverge or may potentially diverge from the interests of the Corporation. A conflict of interest will arise when a transaction involving the Corporation could financially harm or benefit a person covered by this Policy, but a conflict of interest does not always involve financial interests. A conflict may also involve the use of the services or facilities of the Corporation or may involve the use of staff assistance for purposes other than carrying out professional or fiduciary duties.

Conflicts may also arise if a Trustee, Officer or Key Employee is asked to communicate on behalf of a person or firm with the Corporation. Accordingly, a Trustee, Officer or Key Employee may not communicate with the Board or a School on behalf of a person or a firm, unless requested to do so by the Corporation, and shall avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Trustee of the Corporation or employees of one of the Schools. If a Trustee, Officer or Key Employee inadvertently engages in such activities, he/she shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

### **Disclosure of Conflicts of Interest:**

Written disclosure of all potential Conflicts of Interest is required of Trustees, Officers and Key Employees prior to election or appointment and annually thereafter. However, Conflicts of Interest may arise between annual updates and, accordingly, an individual with a duality of interest shall disclose the potential Conflict (a) prior to voting on or otherwise discharging his or her duties with respect to any matter involving the potential Conflict; (b) prior to entering into any contract or transaction involving the Corporation; and (c) as soon as possible after he or she learns of an actual or potential Conflict of Interest. Disclosure of the material facts surrounding the Conflict of Interest shall be made to the Chairperson of the Board and the Chairperson of the Audit Committee. The interested Trustee or Officer shall thereafter refrain from participating in deliberations and decisions relating to the matter unless he or she is asked for information by the Chairperson of the Board or the Audit Committee.

The existence and resolution (as applicable) of any reported Conflict of Interest shall be documented in the appropriate records of the Corporation, including in the minutes of any meeting at which the Conflict of Interest was discussed and voted upon.

A Key Employee who wishes to use staff assistance, services or facilities for purposes other than carrying out professional responsibilities will disclose the Conflict to the Principal of the School who will exercise discretion in allowing or disallowing the proposed use in accordance with this Policy.

**Annual Statements:**

Without limiting the general and continuing disclosure obligation set forth in the preceding section, the Chairperson of the Audit Committee shall distribute annually to all Trustees, Officers and Key Employees, a form soliciting the disclosure of all potential Conflicts of Interests, including specific information concerning the terms of any contract or transaction with the Corporation and whether the applicable processes set forth in this Policy were used. Each Trustee, Officer and Key Employee shall also annually sign a statement included with the form distributed by the Corporation which affirms such person:

- a. has received a copy of this Policy;
- b. has read and understands this Policy, and
- c. has agreed to comply with this Policy.

Written disclosures shall be submitted to and reviewed by the Chairperson of the Board and the Chairperson of the Audit Committee.

**Related Party Transactions:**

A Related Party Transaction is a transaction in which the Corporation is a party and a Related Party (as defined above) has a financial interest or another material interest. All rules and principles related to disclosure of Conflicts of Interest apply to Related Party Transactions, but in addition, the Trustees must initiate a formal Audit Committee review or a review by a quorum of the Board consisting of Independent Trustees.

Any Trustee, Officer or Key Employee with an interest in a Related Party Transaction shall make a good faith disclosure of all material facts related to such interest to the Audit Committee. The Audit Committee shall review all the material facts related to the proposed Related Party Transaction and request any additional information that it deems necessary to complete such review.

The Municipal Law prohibits transactions between Charter Schools and for-profit business entities in which a member of the Board of Trustees or a Key Employee has an interest if such Trustee or Key Employee has certain enumerated responsibilities. Accordingly, the Audit Committee will first determine whether or not the Trustee, Officer or Key Employee who has an interest in any proposed contract with a for-profit entity, has the power or duty, individually or as a member of the Board, to (1) negotiate, prepare, authorize or approve the contract or authorize payment thereunder; (2) audit bills or claims under the contract; or (3) appoint an officer or employee who has any of these powers or duties. If the interested Trustee, Officer or Key Employee does not have any of the enumerated responsibilities or if the proposed contract is with a not-for-profit entity, or is otherwise authorized by § 802 of the Municipal Law, the Committee may continue its review.

If a Related Party Transaction is otherwise authorized and the Related Party has a “substantial” financial interest or other material interest in such transaction, as assessed by the Audit Committee, the Audit Committee shall consider alternative transactions to the proposed transaction and the Chairperson of the Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives. The Committee, after reviewing any such alternatives, shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

The Audit Committee shall after considering alternative transactions and/or comparability data, determine whether the transaction or arrangement is fair, reasonable, and in the best interest of the Corporation at the time of its decision.

Following its review the Audit Committee may approve the transaction, or may refer the matter to the Board of Trustees for approval by the Board.

Upon receiving a recommendation from the Audit Committee, the Board may accept the recommendation or make an independent determination as to whether the proposed transaction is fair, reasonable and in the best interests of the Corporation. Upon the affirmative vote of not less than a majority of independent Trustees present, the Trustees may authorize the transaction.

At the time of any deliberation or decision by the Audit Committee or the Board concerning the authorization of a proposed Related Party Transaction, the interested Trustee, Officer or Key Employee shall not be present and shall not attempt to improperly influence any deliberations or voting, provided that the Board, or Audit Committee, may request such individual to provide information regarding the Related Party Transaction prior to the commencement of deliberations or voting.

The minutes of the meeting of the Board and the Audit Committee that conducted the initial review shall provide contemporaneous documentation of the basis for approval, including the Board’s consideration of any alternative transactions. The minutes shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings.

The Corporation shall not enter into a Related Party Transaction unless it is approved in accordance with this Policy. **Any Related Party Transaction that is approved without complying with the procedure set forth in this section shall be void.**

### **Periodic Reviews**

To ensure that the KIPP NYC Public Charter Schools operate in a manner consistent with charitable purposes and do not engage in activities that could jeopardize tax-exempt status, periodic reviews shall be conducted by the Audit Committee of each Corporation. The Audit

Committee shall report to the Board of Trustees. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are fair and reasonable, based on competent survey information, and in the best interests of the Corporation.
- b. Whether any related party transactions or arrangements with or on behalf of the Corporation are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

**Violations of the Conflicts of Interest Policy:**

If the Board has reasonable cause to believe that a Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall inform the individual of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose. If, after hearing the response and after making further investigation as warranted by the circumstances, the Board determines that the Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.



**KIPP NYC Conflict of Interest Policy 2022-23  
Acknowledgement of Receipt**

1. Name of Board Member: Adaobi Kanu
2. Board(s) on Which Member Serves: KIPP NYC Public Charter Schools
3. Office(s) Held by Board Member: Member
4. By my signature below, I certify that I have:
  - a. Received a copy of KIPP NYC's Conflict of Interest Policy;
  - b. Read and understood this Policy; and,
  - c. Agreed to comply with this Policy.

Signature of Board Member:  \_\_\_\_\_

Date: \_\_\_\_\_

## 2023 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2023

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	KIPP NYC Public Schools
Name of trustee (print):	Adaobi Kanu
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	adaobikanu@gmail.com

Home Address	
Please complete with <i>changes</i> only:	
Street:	7309 Cordoba Drive
City, State Zip:	Austin, TX, 78724
Phone:	6466418173

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature: 

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## **Conflicts of Interest Policy**

### **KIPP NYC Public Charter Schools & KIPP Academy Charter School**

#### **Purpose:**

KIPP NYC Public Charter Schools and KIPP Academy Charter School (collectively, “KIPP NYC”) has adopted a Code of Ethics setting forth for the guidance of trustees, officers and employees the standards of conduct expected of them, including standards with respect to disclosure of conflicts of interest regarding any matter brought or required to be brought before their respective Boards. The Conflict of Interest Policy is part of the Codes of Ethics adopted by each of the Corporations. It provides procedures for addressing, disclosing, and documenting conflicts of interest as such term is used in §§ 800 through 806 of the New York State General Municipal Law (hereafter “the Municipal Law”) and in § 715-a of the Not-for-Profit Corporation Law. It also includes procedures for addressing Related Party Transactions, as such term is defined in § 102 (24) of the Not-for-Profit Corporation Law. The Policy supplements, and does not replace any applicable provisions of the General Municipal Law and other state and federal laws governing conflicts of interest. It applies to all Trustees, Officers and Key Employees of each of the Corporations. The Schools will be referred to herein, individually, as “the Corporation.”

#### **Definitions:**

“Affiliate” means an entity controlled by, in control of, or under common control with the Corporation.

“Audit Committee” means the Audit Committee of the Corporation, as described in the By-laws of the Corporation. The Audit Committee is comprised of at least three Trustees who are Independent Directors as defined in § 102 (21) of the Not-for-Profit Corporation Law and in this Policy.

“Board” means the Board of Trustees.

“Compensation” means direct or indirect remuneration, as well as gifts or favors. A gift or favor that is valued at \$75 or more is expressly prohibited by the Municipal Law when offered to a Trustee, Officer or Key Employee in connection with official duties, but gifts of lesser value may also be subject to this policy.

“Corporation” refers to each of the KIPP NYC Public Charter Schools which have adopted this policy and which are Education Corporations and, as such, subject to provisions of the Not-for-Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law. Each Corporation, as a chartered entity, is also subject to the Conflict of Interest Provisions of §§ 800 through 806 of the General Municipal Law,



“Financial Interest”: A person has a “Financial Interest” in a transaction if such person would receive an economic benefit, directly or indirectly, from such transaction or compensation agreement.

“Independent Director” means a Trustee who (i) is not, and has not been within the last three years, an employee of the Corporation or an Affiliate and does not have a Relative who is, or has been within the last three years, a Key Employee of the Corporation or of an Affiliate; (ii) has not received, and does not have a Relative who has received, in any of the last three fiscal years, more than \$10,000 in direct compensation from the Corporation or from an Affiliate (other than reimbursement for expenses reasonably incurred as a Trustee, Officer or Key Employee); and (iii) is not a current employee of, or does not have a substantial financial interest in, and does not have a Relative who is a current officer of or who has a substantial financial interest in, any entity that has made payments to, or received payments from the Corporation or from an Affiliate for property or services in an amount which, in any of the last three fiscal years, exceeds the lesser of \$25,000 or 2 % of such entity’s consolidated gross revenues. For these purposes, “payment” does not include charitable contributions.

“Key Employee” includes but is not limited to any person who is in a position to exercise substantial influence over the Corporation, as defined from time to time by the Corporation, or who has or shares authority to control or determine a substantial portion of the operating budgets of the Corporation or the schools or compensation for employees.

“Related Party” means: (1) any Trustee, Officer, or Key Employee of the Corporation or an Affiliate; (2) A Relative of any Trustee, Officer, or Key Employee of the Corporation or an Affiliate or (3) any entity in which any individual described in clause (1) or (2) of this definition has a 35% or greater ownership or beneficial interest, except that in the case of a partnership or professional corporation, a Related Party will include an entity in which any individual described in clause (1) or (2) above has a direct or indirect ownership interest in excess of 5%.

“Related Party Transaction” means any transaction or agreement or other kind of arrangement between the Corporation and a Related Party or an entity in which the Related Party has an interest. Related Party Transactions are subject to special provisions for disclosure, evaluation and documentation. In addition, certain Related Party Transactions are subject to limitations described in the Municipal Law. These special provisions and limitations are summarized in this Policy.

“Relative” means an individual’s spouse or domestic partner, as defined in Public Health Law §2994-a, ancestors, siblings (whether whole or half-blood), children (whether natural or adopted), grandchildren, great grandchildren and spouses or domestic partners of ancestors, siblings, children, grandchildren, and great-grandchildren. Children of siblings and their spouses and partners will also be considered Relatives under this Policy.

“School” any school managed by the Corporation.

“Trustees” and “Officers” are the elected individuals responsible for managing the affairs of the Corporation as described in the By-laws.

### **What is a Conflict of Interest?**

For purposes of this Policy, a “Conflict of Interest” arises when the personal, professional or financial interests of a Trustee, Officer or Key Employee diverge or may potentially diverge from the interests of the Corporation. A conflict of interest will arise when a transaction involving the Corporation could financially harm or benefit a person covered by this Policy, but a conflict of interest does not always involve financial interests. A conflict may also involve the use of the services or facilities of the Corporation or may involve the use of staff assistance for purposes other than carrying out professional or fiduciary duties.

Conflicts may also arise if a Trustee, Officer or Key Employee is asked to communicate on behalf of a person or firm with the Corporation. Accordingly, a Trustee, Officer or Key Employee may not communicate with the Board or a School on behalf of a person or a firm, unless requested to do so by the Corporation, and shall avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Trustee of the Corporation or employees of one of the Schools. If a Trustee, Officer or Key Employee inadvertently engages in such activities, he/she shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

### **Disclosure of Conflicts of Interest:**

Written disclosure of all potential Conflicts of Interest is required of Trustees, Officers and Key Employees prior to election or appointment and annually thereafter. However, Conflicts of Interest may arise between annual updates and, accordingly, an individual with a duality of interest shall disclose the potential Conflict (a) prior to voting on or otherwise discharging his or her duties with respect to any matter involving the potential Conflict; (b) prior to entering into any contract or transaction involving the Corporation; and (c) as soon as possible after he or she learns of an actual or potential Conflict of Interest. Disclosure of the material facts surrounding the Conflict of Interest shall be made to the Chairperson of the Board and the Chairperson of the Audit Committee. The interested Trustee or Officer shall thereafter refrain from participating in deliberations and decisions relating to the matter unless he or she is asked for information by the Chairperson of the Board or the Audit Committee.

The existence and resolution (as applicable) of any reported Conflict of Interest shall be documented in the appropriate records of the Corporation, including in the minutes of any meeting at which the Conflict of Interest was discussed and voted upon.

A Key Employee who wishes to use staff assistance, services or facilities for purposes other than carrying out professional responsibilities will disclose the Conflict to the Principal of the School who will exercise discretion in allowing or disallowing the proposed use in accordance with this Policy.

**Annual Statements:**

Without limiting the general and continuing disclosure obligation set forth in the preceding section, the Chairperson of the Audit Committee shall distribute annually to all Trustees, Officers and Key Employees, a form soliciting the disclosure of all potential Conflicts of Interests, including specific information concerning the terms of any contract or transaction with the Corporation and whether the applicable processes set forth in this Policy were used. Each Trustee, Officer and Key Employee shall also annually sign a statement included with the form distributed by the Corporation which affirms such person:

- a. has received a copy of this Policy;
- b. has read and understands this Policy, and
- c. has agreed to comply with this Policy.

Written disclosures shall be submitted to and reviewed by the Chairperson of the Board and the Chairperson of the Audit Committee.

**Related Party Transactions:**

A Related Party Transaction is a transaction in which the Corporation is a party and a Related Party (as defined above) has a financial interest or another material interest. All rules and principles related to disclosure of Conflicts of Interest apply to Related Party Transactions, but in addition, the Trustees must initiate a formal Audit Committee review or a review by a quorum of the Board consisting of Independent Trustees.

Any Trustee, Officer or Key Employee with an interest in a Related Party Transaction shall make a good faith disclosure of all material facts related to such interest to the Audit Committee. The Audit Committee shall review all the material facts related to the proposed Related Party Transaction and request any additional information that it deems necessary to complete such review.

The Municipal Law prohibits transactions between Charter Schools and for-profit business entities in which a member of the Board of Trustees or a Key Employee has an interest if such Trustee or Key Employee has certain enumerated responsibilities. Accordingly, the Audit Committee will first determine whether or not the Trustee, Officer or Key Employee who has an interest in any proposed contract with a for-profit entity, has the power or duty, individually or as a member of the Board, to (1) negotiate, prepare, authorize or approve the contract or authorize payment thereunder; (2) audit bills or claims under the contract; or (3) appoint an officer or employee who has any of these powers or duties. If the interested Trustee, Officer or Key Employee does not have any of the enumerated responsibilities or if the proposed contract is with a not-for-profit entity, or is otherwise authorized by § 802 of the Municipal Law, the Committee may continue its review.

If a Related Party Transaction is otherwise authorized and the Related Party has a “substantial” financial interest or other material interest in such transaction, as assessed by the Audit Committee, the Audit Committee shall consider alternative transactions to the proposed transaction and the Chairperson of the Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives. The Committee, after reviewing any such alternatives, shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

The Audit Committee shall after considering alternative transactions and/or comparability data, determine whether the transaction or arrangement is fair, reasonable, and in the best interest of the Corporation at the time of its decision.

Following its review the Audit Committee may approve the transaction, or may refer the matter to the Board of Trustees for approval by the Board.

Upon receiving a recommendation from the Audit Committee, the Board may accept the recommendation or make an independent determination as to whether the proposed transaction is fair, reasonable and in the best interests of the Corporation. Upon the affirmative vote of not less than a majority of independent Trustees present, the Trustees may authorize the transaction.

At the time of any deliberation or decision by the Audit Committee or the Board concerning the authorization of a proposed Related Party Transaction, the interested Trustee, Officer or Key Employee shall not be present and shall not attempt to improperly influence any deliberations or voting, provided that the Board, or Audit Committee, may request such individual to provide information regarding the Related Party Transaction prior to the commencement of deliberations or voting.

The minutes of the meeting of the Board and the Audit Committee that conducted the initial review shall provide contemporaneous documentation of the basis for approval, including the Board’s consideration of any alternative transactions. The minutes shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings.

The Corporation shall not enter into a Related Party Transaction unless it is approved in accordance with this Policy. **Any Related Party Transaction that is approved without complying with the procedure set forth in this section shall be void.**

### **Periodic Reviews**

To ensure that the KIPP NYC Public Charter Schools operate in a manner consistent with charitable purposes and do not engage in activities that could jeopardize tax-exempt status, periodic reviews shall be conducted by the Audit Committee of each Corporation. The Audit

Committee shall report to the Board of Trustees. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are fair and reasonable, based on competent survey information, and in the best interests of the Corporation.
- b. Whether any related party transactions or arrangements with or on behalf of the Corporation are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.


**Violations of the Conflicts of Interest Policy:**

If the Board has reasonable cause to believe that a Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall inform the individual of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose. If, after hearing the response and after making further investigation as warranted by the circumstances, the Board determines that the Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.



**KIPP NYC Conflict of Interest Policy 2022-23  
Acknowledgement of Receipt**

1. Name of Board Member: Rafael Mayer
2. Board(s) on Which Member Serves: KIPP Academy Charter School; KIPP NYC Public Charter Schools
3. Office(s) Held by Board Member: Chair, KIPP Academy Charter School  
Member, KIPP NYC Public Charter Schools
4. By my signature below, I certify that I have:
  - a. Received a copy of KIPP NYC's Conflict of Interest Policy;
  - b. Read and understood this Policy; and,
  - c. Agreed to comply with this Policy.

Signature of Board Member:  \_\_\_\_\_

Date: 7/28/2023

## 2023 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2023

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	KIPP NYC Public Charter Schools
Name of trustee (print):	Rafael Mayer
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	rafael.mayer@gmail.com

Home Address	
Please complete with <i>changes</i> only:	
Street:	39 Bender Way
City, State Zip:	Pound Ridge, NY 10576
Phone:	6463616734

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## **Conflicts of Interest Policy**

### **KIPP NYC Public Charter Schools & KIPP Academy Charter School**

#### **Purpose:**

KIPP NYC Public Charter Schools and KIPP Academy Charter School (collectively, “KIPP NYC”) has adopted a Code of Ethics setting forth for the guidance of trustees, officers and employees the standards of conduct expected of them, including standards with respect to disclosure of conflicts of interest regarding any matter brought or required to be brought before their respective Boards. The Conflict of Interest Policy is part of the Codes of Ethics adopted by each of the Corporations. It provides procedures for addressing, disclosing, and documenting conflicts of interest as such term is used in §§ 800 through 806 of the New York State General Municipal Law (hereafter “the Municipal Law”) and in § 715-a of the Not-for-Profit Corporation Law. It also includes procedures for addressing Related Party Transactions, as such term is defined in § 102 (24) of the Not-for-Profit Corporation Law. The Policy supplements, and does not replace any applicable provisions of the General Municipal Law and other state and federal laws governing conflicts of interest. It applies to all Trustees, Officers and Key Employees of each of the Corporations. The Schools will be referred to herein, individually, as “the Corporation.”

#### **Definitions:**

“Affiliate” means an entity controlled by, in control of, or under common control with the Corporation.

“Audit Committee” means the Audit Committee of the Corporation, as described in the By-laws of the Corporation. The Audit Committee is comprised of at least three Trustees who are Independent Directors as defined in § 102 (21) of the Not-for-Profit Corporation Law and in this Policy.

“Board” means the Board of Trustees.

“Compensation” means direct or indirect remuneration, as well as gifts or favors. A gift or favor that is valued at \$75 or more is expressly prohibited by the Municipal Law when offered to a Trustee, Officer or Key Employee in connection with official duties, but gifts of lesser value may also be subject to this policy.

“Corporation” refers to each of the KIPP NYC Public Charter Schools which have adopted this policy and which are Education Corporations and, as such, subject to provisions of the Not-for-Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law. Each Corporation, as a chartered entity, is also subject to the Conflict of Interest Provisions of §§ 800 through 806 of the General Municipal Law,

“Financial Interest”: A person has a “Financial Interest” in a transaction if such person would receive an economic benefit, directly or indirectly, from such transaction or compensation agreement.

“Independent Director” means a Trustee who (i) is not, and has not been within the last three years, an employee of the Corporation or an Affiliate and does not have a Relative who is, or has been within the last three years, a Key Employee of the Corporation or of an Affiliate; (ii) has not received, and does not have a Relative who has received, in any of the last three fiscal years, more than \$10,000 in direct compensation from the Corporation or from an Affiliate (other than reimbursement for expenses reasonably incurred as a Trustee, Officer or Key Employee); and (iii) is not a current employee of, or does not have a substantial financial interest in, and does not have a Relative who is a current officer of or who has a substantial financial interest in, any entity that has made payments to, or received payments from the Corporation or from an Affiliate for property or services in an amount which, in any of the last three fiscal years, exceeds the lesser of \$25,000 or 2 % of such entity’s consolidated gross revenues. For these purposes, “payment” does not include charitable contributions.

“Key Employee” includes but is not limited to any person who is in a position to exercise substantial influence over the Corporation, as defined from time to time by the Corporation, or who has or shares authority to control or determine a substantial portion of the operating budgets of the Corporation or the schools or compensation for employees.

“Related Party” means: (1) any Trustee, Officer, or Key Employee of the Corporation or an Affiliate; (2) A Relative of any Trustee, Officer, or Key Employee of the Corporation or an Affiliate or (3) any entity in which any individual described in clause (1) or (2) of this definition has a 35% or greater ownership or beneficial interest, except that in the case of a partnership or professional corporation, a Related Party will include an entity in which any individual described in clause (1) or (2) above has a direct or indirect ownership interest in excess of 5%.

“Related Party Transaction” means any transaction or agreement or other kind of arrangement between the Corporation and a Related Party or an entity in which the Related Party has an interest. Related Party Transactions are subject to special provisions for disclosure, evaluation and documentation. In addition, certain Related Party Transactions are subject to limitations described in the Municipal Law. These special provisions and limitations are summarized in this Policy.

“Relative” means an individual’s spouse or domestic partner, as defined in Public Health Law §2994-a, ancestors, siblings (whether whole or half-blood), children (whether natural or adopted), grandchildren, great grandchildren and spouses or domestic partners of ancestors, siblings, children, grandchildren, and great-grandchildren. Children of siblings and their spouses and partners will also be considered Relatives under this Policy.

“School” any school managed by the Corporation.

“Trustees” and “Officers” are the elected individuals responsible for managing the affairs of the Corporation as described in the By-laws.

### **What is a Conflict of Interest?**

For purposes of this Policy, a “Conflict of Interest” arises when the personal, professional or financial interests of a Trustee, Officer or Key Employee diverge or may potentially diverge from the interests of the Corporation. A conflict of interest will arise when a transaction involving the Corporation could financially harm or benefit a person covered by this Policy, but a conflict of interest does not always involve financial interests. A conflict may also involve the use of the services or facilities of the Corporation or may involve the use of staff assistance for purposes other than carrying out professional or fiduciary duties.

Conflicts may also arise if a Trustee, Officer or Key Employee is asked to communicate on behalf of a person or firm with the Corporation. Accordingly, a Trustee, Officer or Key Employee may not communicate with the Board or a School on behalf of a person or a firm, unless requested to do so by the Corporation, and shall avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Trustee of the Corporation or employees of one of the Schools. If a Trustee, Officer or Key Employee inadvertently engages in such activities, he/she shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

### **Disclosure of Conflicts of Interest:**

Written disclosure of all potential Conflicts of Interest is required of Trustees, Officers and Key Employees prior to election or appointment and annually thereafter. However, Conflicts of Interest may arise between annual updates and, accordingly, an individual with a duality of interest shall disclose the potential Conflict (a) prior to voting on or otherwise discharging his or her duties with respect to any matter involving the potential Conflict; (b) prior to entering into any contract or transaction involving the Corporation; and (c) as soon as possible after he or she learns of an actual or potential Conflict of Interest. Disclosure of the material facts surrounding the Conflict of Interest shall be made to the Chairperson of the Board and the Chairperson of the Audit Committee. The interested Trustee or Officer shall thereafter refrain from participating in deliberations and decisions relating to the matter unless he or she is asked for information by the Chairperson of the Board or the Audit Committee.

The existence and resolution (as applicable) of any reported Conflict of Interest shall be documented in the appropriate records of the Corporation, including in the minutes of any meeting at which the Conflict of Interest was discussed and voted upon.

A Key Employee who wishes to use staff assistance, services or facilities for purposes other than carrying out professional responsibilities will disclose the Conflict to the Principal of the School who will exercise discretion in allowing or disallowing the proposed use in accordance with this Policy.

**Annual Statements:**

Without limiting the general and continuing disclosure obligation set forth in the preceding section, the Chairperson of the Audit Committee shall distribute annually to all Trustees, Officers and Key Employees, a form soliciting the disclosure of all potential Conflicts of Interests, including specific information concerning the terms of any contract or transaction with the Corporation and whether the applicable processes set forth in this Policy were used. Each Trustee, Officer and Key Employee shall also annually sign a statement included with the form distributed by the Corporation which affirms such person:

- a. has received a copy of this Policy;
- b. has read and understands this Policy, and
- c. has agreed to comply with this Policy.

Written disclosures shall be submitted to and reviewed by the Chairperson of the Board and the Chairperson of the Audit Committee.

**Related Party Transactions:**

A Related Party Transaction is a transaction in which the Corporation is a party and a Related Party (as defined above) has a financial interest or another material interest. All rules and principles related to disclosure of Conflicts of Interest apply to Related Party Transactions, but in addition, the Trustees must initiate a formal Audit Committee review or a review by a quorum of the Board consisting of Independent Trustees.

Any Trustee, Officer or Key Employee with an interest in a Related Party Transaction shall make a good faith disclosure of all material facts related to such interest to the Audit Committee. The Audit Committee shall review all the material facts related to the proposed Related Party Transaction and request any additional information that it deems necessary to complete such review.

The Municipal Law prohibits transactions between Charter Schools and for-profit business entities in which a member of the Board of Trustees or a Key Employee has an interest if such Trustee or Key Employee has certain enumerated responsibilities. Accordingly, the Audit Committee will first determine whether or not the Trustee, Officer or Key Employee who has an interest in any proposed contract with a for-profit entity, has the power or duty, individually or as a member of the Board, to (1) negotiate, prepare, authorize or approve the contract or authorize payment thereunder; (2) audit bills or claims under the contract; or (3) appoint an officer or employee who has any of these powers or duties. If the interested Trustee, Officer or Key Employee does not have any of the enumerated responsibilities or if the proposed contract is with a not-for-profit entity, or is otherwise authorized by § 802 of the Municipal Law, the Committee may continue its review.

If a Related Party Transaction is otherwise authorized and the Related Party has a “substantial” financial interest or other material interest in such transaction, as assessed by the Audit Committee, the Audit Committee shall consider alternative transactions to the proposed transaction and the Chairperson of the Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives. The Committee, after reviewing any such alternatives, shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

The Audit Committee shall after considering alternative transactions and/or comparability data, determine whether the transaction or arrangement is fair, reasonable, and in the best interest of the Corporation at the time of its decision.

Following its review the Audit Committee may approve the transaction, or may refer the matter to the Board of Trustees for approval by the Board.

Upon receiving a recommendation from the Audit Committee, the Board may accept the recommendation or make an independent determination as to whether the proposed transaction is fair, reasonable and in the best interests of the Corporation. Upon the affirmative vote of not less than a majority of independent Trustees present, the Trustees may authorize the transaction.

At the time of any deliberation or decision by the Audit Committee or the Board concerning the authorization of a proposed Related Party Transaction, the interested Trustee, Officer or Key Employee shall not be present and shall not attempt to improperly influence any deliberations or voting, provided that the Board, or Audit Committee, may request such individual to provide information regarding the Related Party Transaction prior to the commencement of deliberations or voting.

The minutes of the meeting of the Board and the Audit Committee that conducted the initial review shall provide contemporaneous documentation of the basis for approval, including the Board’s consideration of any alternative transactions. The minutes shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings.

The Corporation shall not enter into a Related Party Transaction unless it is approved in accordance with this Policy. **Any Related Party Transaction that is approved without complying with the procedure set forth in this section shall be void.**

### **Periodic Reviews**

To ensure that the KIPP NYC Public Charter Schools operate in a manner consistent with charitable purposes and do not engage in activities that could jeopardize tax-exempt status, periodic reviews shall be conducted by the Audit Committee of each Corporation. The Audit

Committee shall report to the Board of Trustees. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are fair and reasonable, based on competent survey information, and in the best interests of the Corporation.
- b. Whether any related party transactions or arrangements with or on behalf of the Corporation are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.


**Violations of the Conflicts of Interest Policy:**

If the Board has reasonable cause to believe that a Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall inform the individual of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose. If, after hearing the response and after making further investigation as warranted by the circumstances, the Board determines that the Trustee, Officer or Key Employee has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.



**KIPP NYC Conflict of Interest Policy 2022-23  
Acknowledgement of Receipt**

1. Name of Board Member: Richard Taft
2. Board(s) on Which Member Serves: KIPP Academy Charter School; KIPP NYC Public Charter Schools
3. Office(s) Held by Board Member: Treasurer, KIPP Academy Charter School  
Treasurer, KIPP NYC Public Charter Schools
4. By my signature below, I certify that I have:
  - a. Received a copy of KIPP NYC's Conflict of Interest Policy;
  - b. Read and understood this Policy; and,
  - c. Agreed to comply with this Policy.

Signature of Board Member:  \_\_\_\_\_

Date: 6/30/2023

## 2023 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2023

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	KIPP NYC Public Charter Schools
Name of trustee (print):	Richard Taft
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	rmtaft1@gmail.com

Home Address	
Please complete with <i>changes</i> only:	
Street:	6 Tara Way
City, State Zip:	Pennington, NJ, 08534
Phone:	9179029546

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None



Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		

SEPTEMBER '23						
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OCTOBER '23						
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29	30	31				

NOVEMBER '23						
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DECEMBER '23						
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24	25	26	27	28	29	30

**August 2023**

August 28	<b>FIRST DAY OF SCHOOL – ALL GRADES</b>
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**September 2023**

September 4	<b>NO SCHOOL</b> –Labor Day
September 5	<b>SCHOOL RESUMES</b> Full Day All Students: 3:30pm Dismissal
September 19	<b>** HALF DAY EARLY DISMISSAL – Staff Development</b>
September 25	<b>NO SCHOOL</b> – Yom Kippur

**October 2023**

October 9	<b>NO SCHOOL</b> - Indigenous Peoples' Day
October 31	<b>NO SCHOOL</b> - Staff Development Day

**November 2023**

November 7	KIPP IN SESSION (Election Day)
November 17	End of Trimester 1
November 20-24	<b>NO SCHOOL</b> : Thanksgiving Break
November 27	<b>SCHOOL RESUMES</b> - Trimester 2 Begins

**December 2023**

December 5	<b>** HALF DAY ALL STUDENTS:</b> 1:30pm dismissal for student Report Card Conferences
December 8	KIPP IN SESSION (First Day of Hanukkah)
December 20 - 29	<b>NO SCHOOL</b> : Winter Break

**January 2024**

January 1	<b>NO SCHOOL</b> : New Year's Day
January 2	<b>NO SCHOOL</b> - Staff Development Day
January 3	<b>SCHOOL RESUMES</b> Full Day All Students: 3:30pm Dismissal
January 15	<b>NO SCHOOL</b> : Martin Luther King Jr. Day

**February 2024**

February 13	<b>** HALF DAY ALL STUDENTS – Staff Development</b>
February 19 - 23	<b>NO SCHOOL</b> - Mid-Winter Break

**March 2024**

March 4	<b>NO SCHOOL</b> - Staff Development Day
March 15	<i>End of Trimester 2</i>
March 18	<i>Trimester 3 Begins</i>
March 26	<b>** HALF DAY ALL STUDENTS:</b> 1:30pm dismissal for student Report Card Conferences
March 29	<b>NO SCHOOL</b> – Good Friday

**April 2024**

April 1	<b>NO SCHOOL</b> - Easter
April 10	<b>NO SCHOOL</b> - Eid al-Fitr
April 11 - 12	ELA State Test (Grades 3-8)
April 22 – 26	<b>NO SCHOOL</b> – Spring Break
April 29	<b>SCHOOL RESUMES</b> Full Day All Students: 3:30pm Dismissal

**May 2024**

May 8 - 9	Math State Test (Grades 3-8)
May 20	<b>NO SCHOOL</b> - Staff Development Day
May 27	<b>NO SCHOOL</b> - Memorial Day

**June 2024**

June 11	<b>** HALF DAY ALL STUDENTS – Staff Development</b>
June 19	<b>NO SCHOOL</b> - Juneteenth
June 21	<i>End of Trimester 3</i>
June 26	<i>Last Day of School for Students</i>
June 27	<i>Last Day of School for Staff</i>
June 28	<i>Last Day of School for School Operations</i>

JANUARY '24						
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FEBRUARY '24						
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25	26	27	28	29		

MARCH '24						
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APRIL '24						
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28	29	30				

MAY '24						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE '24						
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23	24	25	26	27	28	29

\*\* Indicate Half Days for Students and a 1:30pm Dismissal.

# PSPDFKit for Web Evaluation

*Certificate of Occupancy*

**CO Number: 220414157F**

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

<b>A.</b>	<b>Borough:</b> Bronx <b>Address:</b> 201 EAST 144TH STREET <b>Building Identification Number (BIN):</b> 2118418	<b>Block Number:</b> 02335 <b>Lot Number(s):</b> 6  <b>Building Type:</b> Altered	<b>Certificate Type:</b> Final <b>Effective Date:</b> 06/19/2015
<b>This building is subject to this Building Code: 2008 Code</b>			
<i>For zoning lot metes &amp; bounds, please see BISWeb.</i>			
<b>B.</b>	<b>Construction classification:</b> 1-B (2008 Code) <b>Building Occupancy Group classification:</b> E (2008 Code) <b>Multiple Dwelling Law Classification:</b> None		
	<b>No. of stories:</b> 6	<b>Height in feet:</b> 70	<b>No. of dwelling units:</b> 0
<b>C.</b>	<b>Fire Protection Equipment:</b> Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system		
<b>D.</b>	<b>Type and number of open spaces:</b> None associated with this filing.		
<b>E.</b>	<b>This Certificate is issued with the following legal limitations:</b> None		
<b>Borough Comments:</b> None			



Borough Commissioner



Commissioner

# PSPDFKit for Web Evaluation

Certificate of Occupancy

**CO Number: 220414157F**

<b>Permissible Use and Occupancy</b>						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL	3	OG	E F-2		3	SERVERY/KITCHEN
CEL	49	OG	E		3	ELECTRICAL ROOMS, GAS METER ROOM, WATER ROOMS, GREEN ROOM, DIMMING ROOM, MDFROOM, FIRE PUMP ROOM, ATS ROOM, TRASH ROOM, LOCKER ROOMS, ACCESSORY OFFICES
CEL		OG	S-2		3	STORAGE ROOMS
BAS	1240	100	A-3		3	CAFETORIUM AND STAGE (ALTERNATE LAYOUT A-3,740 PEOPLE)
001 001	120	60	A-3		3	MUSIC ROOM
001 001	90	40	E		3	CLASSROOMS (2)
001 001		100	S-2		3	STORAGE ROOMS
001 001	65	100	E		3	TELECOMMUNICATION ROOM, RECORDING ROOM, ACCESSORY ADMINISTRATIVE OFFICES, MAIN LOBBY
001 001	64	60	E		3	LIBRARY
002 002	217	40	E		3	CLASSROOMS (6)
002 002	868	100	A-4		3	GYMNASIUM
002 002	77	60	E		3	LOCKER ROOMS, TELECOMMUNICATION ROOM, ELECTRICAL ROOM, ACCESSORY ADMINISTRATIVE OFFICES, SGI ROOM, GYM OFFICE



Borough Commissioner



Commissioner

CO Number: 220414157F

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
002 002		60	S-2		3	STORAGE ROOMS
003 003	86	60	E		3	TELECOMMUNICATION ROOM, ACCESSORY ADMINISTRATIVE OFFICES, SGI ROOM, ELECTRICAL ROOM, FITNESS ROOM
003 003	298	40	E		3	CLASSROOMS(7), ART STUDIO
003 003		60	S-2		3	STORAGE ROOMS
004 004		60	S-2		3	STORAGE ROOMS
004 004	657	40	E		3	CLASSROOMS (12), SCIENCE LABS(5)
004 004	63	60	E		3	TELECOMMUNICATION ROOMS, ELECTRICAL ROOM, SGI ROOM, ACCESSORY ADMINISTRATIVE OFFICES, FACULTY LOUNGE, TECH OFFICE
005 005	283	40	E		3	CLASSROOMS (8)
005 005	48	60	E		3	TELECOMMUNICATION ROOM, SGI ROOM, ELECTRICAL ROOM, ACCESSORY ADMINISTRATIVE OFFICES, AV/IT ROOM
005 005		60	S-2		3	STORAGE ROOMS
RO F		20	E		3	MECHANICAL ROOMS
ZONING EXHIBIT I CRFN# 2011000277775. ZONING EXHIBIT III CRFN: 201100027773 5						
<b>END OF SECTION</b>						



Borough Commissioner



Commissioner

**END OF DOCUMENT**

**INSPECTION AND TESTING FORM**

DATE: 2023-07-14

TIME: 2:45 PM

**SERVICE ORGANIZATION**

Name: Sirina Protection Systems

Address: 450 7th Avenue Suite 506

Representative: A T . J M . M H . M L

License No.: 12000264674

Telephone: 212-929-6800

**PROPERTY NAME (USER)**

Name: THE KIPP SCHOOL 201 E 144th St.

Address: 201 EAST 144TH STREET BRONX NY

Owner Contact: \_\_\_\_\_

Telephone: 646-628-1602

**MONITORING ENTITY**

Contact: STATEWIDE

Telephone: 718-494-6698

Monitoring Account Ref. No.: 714725

**APPROVING AGENCY**

Contact: ekamkhin@kippnyc.org

Telephone: \_\_\_\_\_

**TYPE TRANSMISSION**

- GSM
- Multiplex
- Digital
- CELLULAR
- RF
- Other (Specify) \_\_\_\_\_

**SERVICE**

- Weekly
- Monthly
- Quarterly
- Semiannually
- Annually
- Other (Specify) \_\_\_\_\_

Control Unit Manufacturer: GAMEWELL

Model No.: E3 Series

Circuit Styles: 4

Number of Circuits: 4

Software Rev.: V 1

Last Date System Had Any Service Performed: 2/18/2021

Last Date that Any Software or Configuration Was Revised: \_\_\_\_\_

**ALARM-INITIATING DEVICES AND CIRCUIT INFORMATION**

Quantity	Circuit Style
<u>29</u>	4 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>
<u> </u>	4 <input type="checkbox"/> 6 <input type="checkbox"/>
<u>80</u>	4 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>
<u>181</u>	4 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>
<u> </u>	4 <input type="checkbox"/> 6 <input type="checkbox"/>
<u>8</u>	4 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>
<u>13</u>	4 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>
<u> </u>	4 <input type="checkbox"/> 6 <input type="checkbox"/>

- Manual Fire Alarm Boxes
- Ion Detectors
- Photo Detectors
- Duct Detectors
- Heat Detectors
- Waterflow Switches
- Supervisory Switches
- Other (Specify): \_\_\_\_\_

Alarm verification feature is disabled  enabled

**ALARM NOTIFICATION APPLIANCES AND CIRCUIT INFORMATION**

Quantity	Circuit Style		
<input type="text"/>	4 <input type="checkbox"/>	6 <input type="checkbox"/>	Bells
<input type="text"/>	4 <input type="checkbox"/>	6 <input type="checkbox"/>	Horns
<input type="text"/>	4 <input type="checkbox"/>	6 <input type="checkbox"/>	Chimes
90	4 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>	Strobes
<input type="text"/>	4 <input type="checkbox"/>	6 <input type="checkbox"/>	Speakers
203	4 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>	Other (Specify): <u>COMBO HORN STROBES</u>

No. of alarm notification appliance circuits: \_\_\_\_\_

Are circuits monitored for integrity?  Yes  No

**SUPERVISORY SIGNAL-INITIATING DEVICES AND CIRCUIT INFORMATION**

Quantity	Circuit Style		
<input type="text"/>	4 <input type="checkbox"/>	6 <input type="checkbox"/>	
<input type="text"/>	4 <input type="checkbox"/>	6 <input type="checkbox"/>	
1	4 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>	Fire Pump Power
1	4 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>	Fire Pump Running
1	4 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>	Fire Pump Auto Position
1	4 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>	Fire Pump or Pump Controller Trouble
1	4 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>	Tamper Switch
1	4 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>	Generator In Auto Position
1	4 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>	Generator or Controller Trouble
<input type="text"/>	4 <input type="checkbox"/>	6 <input type="checkbox"/>	Switch Transfer
<input type="text"/>	4 <input type="checkbox"/>	6 <input type="checkbox"/>	Generator Engine Running
<input type="text"/>	4 <input type="checkbox"/>	6 <input type="checkbox"/>	Other: _____

**SIGNALING LINE CIRCUITS**

Quantity and style of signaling line circuits connected to system (see NFPA 72, Table 6.6.1):

Quantity 18 Style(s) 4  6  A  B

**SYSTEM POWER SUPPLIES**

(a) Primary (Main): Nominal Voltage 120 V AC Amps 20 AMP

Overcurrent Protection: Type FUSE CUTOUT Amps 30 AMP

Location (of Primary Supply Panelboard): \_\_\_\_\_

Disconnecting Means Location: FUSE  BREAKER

(b) Secondary (Standby):

12V DC 12AMP / 12V DC 18 AMP Storage Battery: Amp-Hr. Rating 12V DC 12 AHX / 12V DC 18 AMP

Calculated capacity to operate system, in hours: 12hr 24 60

\_\_\_\_\_ Engine-driven generator dedicated to fire alarm system:

Location of fuel storage: \_\_\_\_\_

**TYPE BATTERY**

- Dry Cell
- Nickel-Cadmium
- Sealed Lead-Acid
- Lead-Acid
- Other (Specify): \_\_\_\_\_

(c) Emergency or standby system used as a backup to primary power supply, instead of using a secondary power supply:

- Emergency system described in NFPA 70, Article 700
- Legally required standby described in NFPA 70, Article 701
- Optional standby system described in NFPA 70, Article 702, which also meets the performance requirements of Article 700 or 701.

FIGURE 10.6.2.3 Continued

<b>PRIOR TO ANY TESTING</b>					
<b>NOTIFICATIONS ARE MADE</b>	Yes	No	Who	Time	
Monitoring Entity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FSD	8:00 AM	
Building Occupants	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FSD		
Building Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FSD		
Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>			
AHJ Notified of Any Impairments	<input type="checkbox"/>	<input type="checkbox"/>			
<b>SYSTEM TESTS AND INSPECTIONS</b>					
TYPE	Visual	Functional	Comments		
Control Unit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Interface Equipment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Lamps/LEDS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Fuses	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Primary Power Supply	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Trouble Signals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Disconnect Switches	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Ground-Fault Monitoring	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<b>SECONDARY POWER</b>					
TYPE	Visual	Functional	Comments		
Battery Condition	<input checked="" type="checkbox"/>				
Load Voltage		<input checked="" type="checkbox"/>			
Discharge Test		<input type="checkbox"/>			
Charger Test		<input type="checkbox"/>			
Specific Gravity		<input checked="" type="checkbox"/>			
<b>TRANSIENT SUPPRESSORS</b>	<input type="checkbox"/>				
<b>REMOTE ANNUNCIATORS</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<b>NOTIFICATION APPLIANCES</b>					
Audible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	COMBO HORN STROBES		
Visible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Speakers	<input type="checkbox"/>	<input type="checkbox"/>			
Voice Clarity		<input type="checkbox"/>			
<b>INITIATING AND SUPERVISORY DEVICE TESTS AND INSPECTIONS</b>					
MANUFACTURER	Device Type	Visual Check	Functional Test	Pass	Fail
FCI	smoke / heat	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FCI	Duct det	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FCI	pull stations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FCI	c.o detector	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
system sensor	waterflow	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
system sensor	tamper switch	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>					
Note There are DGP ON 2ND FLOOR AND 4TH FLOOR Each DGP have 6 battery 12amp and 18 amp batteries					

FIGURE 10.6.2.3 Continued



EMERGENCY COMMUNICATIONS EQUIPMENT	Visual	Functional	Comments	
Phone Set	<input type="checkbox"/>	<input type="checkbox"/>		
Phone Jacks	<input type="checkbox"/>	<input type="checkbox"/>		
Off-Hook Indicator	<input type="checkbox"/>	<input type="checkbox"/>		
Amplifier(s)	<input type="checkbox"/>	<input type="checkbox"/>		
Tone Generator(s)	<input type="checkbox"/>	<input type="checkbox"/>		
Call-in Signal	<input type="checkbox"/>	<input type="checkbox"/>		
System Performance	<input type="checkbox"/>	<input type="checkbox"/>		
<b>INTERFACE EQUIPMENT</b>	Visual	Device Operation	Simulated Operation	
(Specify) <u>4TH FLOOR DGP</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
(Specify) <u>2nd FLOOR DGP</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
(Specify) <u>N/A</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>SPECIAL HAZARD SYSTEMS</b>				
(Specify) <u>N/A</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(Specify) <u>N/A</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(Specify) <u>N/A</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Special Procedures: _____				
Comments: _____				
<b>SUPERVISING STATION MONITORING</b>	Yes	No	Time	Comments
Alarm Signal	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Alarm Restoration	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Trouble Signal	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supervisory Signal	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supervisory Restoration	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<b>NOTIFICATIONS THAT TESTING IS COMPLETE</b>	Yes	No	Who	Time
Building Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FSD	
Monitoring Agency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FSD	
Building Occupants	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FSD	
Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>		
The following did not operate correctly: _____				
System restored to normal operation: Date: <u>2023-07-14</u> Time: <u>3:08 PM</u>				
<b>THIS TESTING WAS PERFORMED IN ACCORDANCE WITH APPLICABLE NFPA STANDARDS.</b>				
Name of Inspector: <u>A, T / M H / J, M . M L</u> Date: <u>2023-07-14</u> Time: <u>3:08 PM</u>				
Signature: <u>J M, M H, A T</u>				
Name of Owner or Representative: _____				
Date: <u>2023-07-14</u> Time: <u>3:08 PM</u>				
Signature: _____				

FIGURE 10.6.2.3 Continued