



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

Created: 07/16/2015

Last updated: 08/01/2015

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

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

INWOOD ACADEMY FOR LEADERSHIP CS (NYC CHANCELLOR) 310600860966

2. CHARTER AUTHORIZER

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

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 6

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	108 Cooper Street New York, NY 10034	212-304-0103	212-304-0370	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Christina Reyes
Title	Executive Director
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.inwoodacademy.org

6. DATE OF INITIAL CHARTER

2009-12-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2010-08-01 00:00:00

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

(No response)

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	5, 6, 7, 8, 9
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

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11. FACILITIES

Will the School maintain or operate multiple sites?

	Yes, 2 sites
--	--------------

12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	108 Cooper Street New York, NY 10034	212-304-0103	CSD 6	9-12	No	Rent/Lease
Site 2	433 West 204th Street New York, NY 10034	646-665-5570	CSD 6	5-8	Yes	Rent/Lease
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christina Reyes			
Operational Leader	Jenny Pichardo			
Compliance Contact	Jenny Pichardo			
Complaint Contact	Jenny Pichardo			

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christina Reyes			
Operational Leader	Jenny Pichardo			
Compliance Contact	Jenny Pichardo			
Complaint Contact	Jenny Pichardo			

13. Are the School sites co-located?

No

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

No

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

Jenny Pichardo, COO/CFO

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

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature reads "Christina Rojas" in a cursive script. The first letter 'C' is large and loops around the start of the name. The 'R' in "Rojas" is also large and loops back.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature reads "Robinson Graham" in a cursive script. The 'R' is very large and loops around the beginning of the name. The 'G' in "Graham" is also large and loops back.

Thank you.



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

Created: 07/30/2015

Last updated: 11/02/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?>

[instid=800000067014&year=2014&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&teacherqual=1&teacherturnover=1&staffcounts=1](http://data.nysed.gov/reportcard.php?instid=800000067014&year=2014&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&teacherqual=1&teacherturnover=1&staffcounts=1)



Appendix A: Progress Toward Goals

Created: 08/01/2015

Last updated: 11/02/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

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

<http://data.nysed.gov/reportcard.php?instid=800000067014&year=2014&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&teacherqual=1&teacherturnover=1&staffcounts=1>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

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

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	NYS ELA and Math Assessments exceed comparable CSD, Citywide and DOE-defined comparison group.	RESULTS: School Results: ELA: 16.4% Math: 22% District Results: ELA: 15.7% Math: 20.5% Citywide Results: ELA: 30% Math: 35% Peer Results: Unavailable at this time	Met: Partial Explanation (if needed): The school exceeded the district wide averages, but we have not exceeded the city-wide averages. The DOE peer group has not yet been defined for the 2014 – 2015 school year.	
Academic Goal 2	Proficiency rates on the NYS Science Assessments that exceed comparable CSD, Citywide and DOE-defined comparison group	RESULTS: School Results: Science: 54% District Results: Science: Unavailable at this time Citywide Results: Science: Unavailable at this time. Peer Results: Unavailable at this time	Met: No data is available for analysis.	

Academic Goal 3	NYS Regents pass rates in ELA and Math that exceed Citywide rates	<p>RESULTS: School Results: ELA Regents Test: Not taken (only 9th graders were enrolled in 2014 – 2015 school year) Algebra I or Geometry Test: 37% of students have passed either an Algebra I or Geometry exam as of August 2015 District Results: Unavailable at this time Citywide Results: Unavailable at this time. Peer Results: Unavailable at this time</p>	Met: No data is available for analysis.	
Academic Goal 4	NYS Regents pass rates in History and Science that exceed Citywide averages	<p>RESULTS: School Results: US History Regents Exam: 55% of students have passed the US History Exam as of August 2015 Earth Science Exam: 31% of students have passed the Earth Science Exam as of August 2015 District Results: Unavailable at this time Citywide Results: Unavailable at this time. Peer Results: Unavailable at this time</p>	Met: No data is available for analysis.	
Academic Goal 5	Graduation rates that exceeds Citywide averages	<p>RESULTS: School Results: There is no graduating class until 2017 - 2018</p>		
Academic Goal 6	Proficiency rate increased on NYS ELA and Math Assessments (or maintain above 85%).	<p>RESULTS: School Results: ELA Scores increased 2% from 2013 – 2014 to 2014 – 2015 school year Math Scores increased 4% from 18% to 22% from 2013 – 2014 to 2014 – 2015 school year. Citywide Results: The city increased 2% on the ELA exams and 1% on the math exams.</p>	Met: Yes	
Academic Goal 7	Increase in NYS Regents pass rates (or maintain above 85%)	<p>RESULTS: School Results: This was the first year the entire school took Regents exams so there is no comparative data.</p>		
Academic Goal 8	Increase in graduation rate (or maintain above 85%)	<p>RESULTS: School Results: There is no graduating class until 2017 - 2018</p>		

2a1. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Measure Used to Evaluate Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	Postsecondary enrollment rate that exceeds the citywide average.	RESULTS: School Results: There is no graduating class until 2017 – 2018.		
Academic Goal 10	College & Career Preparatory Course Index that exceeds the Citywide average	RESULTS: School Results: There is no graduating class until 2017 – 2018.		
Academic Goal 11	College Readiness Index that exceeds the Citywide average.	RESULTS: School Results: There is no graduating class until 2017 – 2018.		
Academic Goal 12	Proficiency rates for English Language Learners on the NYS ELA and Math Assessments that exceed CSD and Citywide averages.	RESULTS: ELA Exams: School Results: 3% CSD: Citywide Results: 4.4% Math Exams: School Results: 3% CSD: Citywide Results: 14.6%	Met: Data is not available for CSD 6	
Academic Goal 13	Proficiency rates for Students with Disabilities on the NYS ELA and Math Assessments that exceed CSD and Citywide averages	RESULTS: ELA Exams: School Results: 6.2% CSD: Not available Citywide Results: 6.9% Math Exams: School Results: 16.6% CSD: Not available Citywide Results: 11.3%	Met: Yes	
Academic Goal 14	NYS Regents pass rates for English Language Learners that exceed Citywide averages	This information is not available at this time.		
Academic Goal 15	NYS Regents pass rates for Students with Disabilities that exceed Citywide averages	This information is not available at this time.		
Academic Goal 16	NYS Regents pass rates for students eligible for free and reduced price lunch that exceed Citywide averages	This information is not available at this time.		

2a2. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-15 Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 17	Graduation rate for ELL students that exceeds Citywide average	RESULTS: School Results: There is no graduating class until 2017 – 2018.		
Academic Goal 18	Graduation rate for Students with Disabilities that exceeds Citywide average	RESULTS: School Results: There is no graduating class until 2017 – 2018.		

Academic Goal 19	Graduation rate for students eligible for free and reduced price lunch that exceeds Citywide averages	RESULTS: School Results: There is no graduating class until 2017 – 2018.		
Academic Goal 20	Student attendance rate that exceeds CSD and Citywide averages.	RESULTS: Attendance Rates: School Results: 95% CSD: No data at this time. Citywide Results: No data at this time.	Met: Not known	
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				

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2b. ORGANIZATIONAL GOALS

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	School meets all DOE deadlines for annual reporting requirements, the Annual NYC DOE Charter School Survey, and renewal application documents		Met: Yes	
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				

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

No

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
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Financial Goal 1	<p>Cash position – school has at least 60 days of cash on hand to cover operating expenses</p> <ul style="list-style-type: none"> • Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months • Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment • Debt management – school is meeting all current debt obligations 		Met: Yes	
Financial Goal 2	<ul style="list-style-type: none"> -Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses) • Aggregated three-year total margin – school operates at a surplus over three-year period • Debt to assets – ratio less than 1.0 • Aggregate assets to liabilities – ratio greater than 1.0 • One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive) • Multi-year cash flow – positive cash flow over previous three fiscal years 		Met:yes	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/27/2015

Last updated: 08/01/2015

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Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	11333985
Line 2: Year End Per Pupil Count	581
Line 3: Divide Line 1 by Line 2	19508

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

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

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).**

Line 1: Relevant Personnel Services Cost (Row)	708007
Line 2: Management and General Cost (Column)	888830
Line 3: Sum of Line 1 and Line 2	1596337
Line 4: Year End Per Pupil Count	581
Line 5: Divide Line 3 by the Year End Per Pupil Count	2748

Thank you.

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2015

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2014)

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Inwood Academy for Leadership Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Inwood Academy for Leadership Charter School (the "School"), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

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

Report on Summarized Comparative Information

We have previously audited Inwood Academy for Leadership Charter School's 2014 financial statements and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 30, 2014. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2015, on our consideration of Inwood Academy for Leadership Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the 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 Inwood Academy for Leadership Charter School's internal control over financial reporting and compliance.

MBAF CPAs, LLC

New York, NY
October 20, 2015

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30 2015

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2014)

ASSETS	2015	2014
Cash	\$ 104,764	\$ 570,077
Cash - restricted	75,058	75,000
Grants receivable	159,910	13,485
Prepaid expenses and other assets	5,987	73,828
Property and equipment, net	2,030,357	419,259
Construction in progress	-	558,082
	<u>\$ 2,376,076</u>	<u>\$ 1,709,731</u>
 LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	\$ 304,629	\$ 209,396
Accrued salaries and other payroll related expenses	221,545	253,484
Deferred rent	212,889	16,737
Capital lease obligation	68,949	-
	<u>808,012</u>	<u>479,617</u>
 NET ASSETS		
Unrestricted	1,568,064	1,225,114
Temporarily restricted	-	5,000
	<u>1,568,064</u>	<u>1,230,114</u>
	<u>\$ 2,376,076</u>	<u>\$ 1,709,731</u>

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

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2015

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2014)

	2015		2014	
	Unrestricted	Temporarily Restricted	Unrestricted	Temporarily Restricted
OPERATING REVENUE AND SUPPORT				
State and local per pupil operating revenue	\$ 9,504,165	\$ -	\$ 9,504,165	\$ 7,230,724
Government grants and contracts	802,898	-	802,898	351,959
Contributions and other grants	70,632	-	70,632	74,009
Interest income	233	-	233	736
Benefit income	2,244	-	2,244	4,811
Miscellaneous income	-	-	-	2,140
Net assets released from restrictions	5,000	(5,000)	-	-
	<u>10,385,172</u>	<u>(5,000)</u>	<u>10,380,172</u>	<u>7,664,379</u>
EXPENSES				
Program services	9,037,873	-	9,037,873	5,801,609
Management and general	898,098	-	898,098	1,654,196
Fundraising	106,251	-	106,251	99,839
	<u>10,042,222</u>	<u>-</u>	<u>10,042,222</u>	<u>7,555,644</u>
CHANGE IN NET ASSETS	342,950	(5,000)	337,950	108,735
NET ASSETS - BEGINNING OF YEAR	<u>1,225,114</u>	<u>5,000</u>	<u>1,230,114</u>	<u>1,121,379</u>
NET ASSETS - END OF YEAR	\$ <u>1,568,064</u>	\$ -	\$ <u>1,568,064</u>	\$ <u>1,230,114</u>

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

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2015

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2014)

	No. of Positions	Program Services			Supporting Services		
		General Education	Special Education	Total Program	Management and General	Fundraising	
		2015	2015	2015	2015	2015	2014
Personnel services costs:							
Administrative staff personnel	14	\$ 308,190	\$ 154,787	\$ 462,977	\$ 390,616	\$ 72,725	\$ 926,318
Instructional personnel	83	2,540,638	1,489,974	4,030,612	-	-	4,030,612
Non-instructional personnel	6	110,834	43,413	154,247	7,813	-	162,060
Total salaries and wages		2,959,662	1,688,174	4,647,836	398,429	72,725	5,118,990
Payroll taxes and employee benefits		596,545	340,266	936,811	80,307	14,658	1,031,776
Retirement benefits		55,822	31,841	87,663	7,515	1,372	96,550
Legal fees		-	-	-	7,006	-	7,006
Accounting / Audit services		-	-	-	118,730	-	118,730
Professional fees - other		185,024	100,028	285,052	50,930	16,225	352,207
Building and land rent / lease		717,752	409,401	1,127,153	114,260	-	1,241,413
Repairs and maintenance		43,588	24,862	68,450	8,277	-	76,727
Insurance		25,111	14,324	39,435	3,998	-	43,433
Utilities		96,852	55,244	152,096	15,418	-	167,514
Non-capitalized equipment / furnishings		45,498	23,330	68,828	5,964	-	74,792
Staff development		90,042	50,849	140,891	13,989	96	154,976
Student and staff recruitment		33,625	19,180	52,805	4,527	826	58,158
Advertising		2,759	1,574	4,333	371	67	4,771
Technology		102,441	58,432	160,873	16,308	-	177,181
Supplies / Materials		180,210	45,621	225,831	796	282	226,909
Food services		216,575	52,867	269,442	-	-	269,442
Student services		244,427	59,667	304,094	-	-	304,094
Office expense		49,312	28,127	77,439	9,591	-	87,030
Bank and interest expense		-	-	-	2,264	-	2,264
Depreciation and amortization		242,141	138,116	380,257	38,547	-	418,804
Other		5,464	3,120	8,584	871	-	9,455
		\$ 5,892,850	\$ 3,145,023	\$ 9,037,873	\$ 898,098	\$ 106,251	\$ 10,042,222
							\$ 7,555,644

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

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2015
(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2014)

	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from operating revenue and support	\$ 10,233,514	\$ 7,668,425
Cash received from interest income	175	736
Cash paid to employees and suppliers	<u>(9,296,131)</u>	<u>(7,244,739)</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>937,558</u>	<u>424,422</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	<u>(1,352,260)</u>	<u>(752,920)</u>
NET CASH USED IN INVESTING ACTIVITIES	<u>(1,352,260)</u>	<u>(752,920)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Payments for capital lease obligations	<u>(50,611)</u>	<u>-</u>
NET CASH USED IN FINANCING ACTIVITIES	<u>(50,611)</u>	<u>-</u>
NET DECREASE IN CASH	(465,313)	(328,498)
CASH - BEGINNING OF YEAR	<u>570,077</u>	<u>898,575</u>
CASH - END OF YEAR	<u>\$ 104,764</u>	<u>\$ 570,077</u>
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	\$ 337,950	\$ 108,735
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	418,804	179,462
Deferred rent	196,152	16,737
Changes in operating assets and liabilities:		
Cash - restricted	(58)	-
Grants receivable	(146,425)	4,782
Prepaid expenses and other assets	67,841	(73,828)
Accounts payable and accrued expenses	95,233	108,677
Accrued salaries and payroll related expenses	<u>(31,939)</u>	<u>79,857</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 937,558</u>	<u>\$ 424,422</u>
SUPPLEMENTAL SCHEDULE OF NONCASH INVESTING AND FINANCING ACTIVITIES:		
Equipment acquired by incurring capital lease obligations	\$ 119,560	\$ -

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

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

1. NATURE OF THE ORGANIZATION

Inwood Academy for Leadership Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on December 15, 2009 to operate a charter school pursuant to Article 56 of the Educational Law of the State of New York. The School was granted a provisional charter on December 15, 2009, valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School's charter was renewed during the year for a three and a half year term until June 30, 2018.

The School opened its doors in the Fall of 2010 in Upper Manhattan with a rigorous academic program and a highly structured and supportive school culture. The School is uniquely designed to empower students in Inwood and Washington Heights to become agents for change through community-focused leadership, character development and college preparedness.

The School, as determined by the Internal Revenue Service, is exempt from Federal income tax under section 501(a) of the Internal Revenue Code ("IRC") as an organization described in Section 501(c)(3) of the IRC and under the corresponding provisions of the New York State tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the IRC and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii) of the IRC.

In fiscal year 2015, the School operated classes for students in the fifth through ninth grades. In fiscal year 2014, the School operated classes for students in the fifth through eighth grades.

The New York City Department of Education ("NYCDOE") provides free lunches and transportation directly to a majority of the School's students. The School collects money from children not entitled to free lunches to help defray the cost of school meals.

2. SIGNIFICANT ACCOUNTING POLICIES

Financial Statement Presentation

The School's financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP").

The classification of the School's net assets and its support, revenues and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of the three classes of net assets - permanently restricted, temporarily restricted, and unrestricted - be displayed in a statement of financial position and that the amounts of change in each of those classes of net assets be displayed in a statement of activities.

These classes are defined as follows:

Permanently Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the School.

Temporarily Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School are limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to those stipulations. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities.

Unrestricted – The part of net assets that is neither permanently nor temporarily restricted by donor-imposed stipulations.

The School has no permanently or temporarily restricted net assets at June 30, 2015.

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Cash - Restricted

Cash consists of six accounts and an escrow account of \$75,058 held aside to cover debts in the event of the School's dissolution as required by the State University of New York.

Grants Receivable

Grants receivable represent amounts due from federal grants. Grants receivable that are expected to be collected within one year and recorded at net realizable value are \$159,910 and \$13,485 at June 30, 2015 and 2014, respectively. The School has determined that no allowance for uncollectible accounts for grants receivable is necessary at June 30, 2015 and 2014. Such estimate is based on management's assessments of the creditworthiness of its grantors, the aged basis of its receivables, as well as current economic conditions and historical information.

Revenue Recognition

Revenue from the state and local government resulting from the School's charter status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which qualifying expenditures have not been incurred, if any, are reflected as refundable advances from state and local government grants in the accompanying statement of financial position.

The School receives a substantial portion of its support and revenue from the NYCDOE. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Property and Equipment

Property and equipment are stated at cost and are depreciated on the straight-line method over the estimated useful lives of the assets. Leasehold improvements are amortized over the shorter of the life of the asset or the life of the lease. Property and equipment acquired with certain government contract funds is recorded as expenses pursuant to the terms of the contract in which the government funding source retains ownership of the property. Maintenance and repairs are charged to expense as incurred; major renewals and betterments are capitalized. No depreciation is recorded on construction in progress until placed into service.

Impairment

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the years ended June 30, 2015 and 2014.

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis. Expenses that can be directly identified with the program or supporting service to which they relate are charged accordingly. Other expenses by function have been allocated among program and supporting service classifications based upon benefits received.

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Advertising

The School expenses advertising costs as incurred. The School incurred \$4,771 and \$18,434 of advertising costs for the years ended June 30, 2015 and 2014, respectively.

Estimates

The preparation of financial statements in conformity 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 financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent Events

The School has evaluated events through October 20, 2015, which is the date the financial statements were available to be issued.

Comparative Financial Information

The June 30, 2015 financial statements include certain prior year summarized comparative information in total but not by net asset class. In addition, only certain of the notes to the financial statements for June 30, 2014 are presented. As a result, the June 30, 2014 comparative information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such June 30, 2014 information should be read in conjunction with the School's financial statements for the year ended June 30, 2014, from which the summarized information was derived.

Income Taxes

The School follows the accounting standard for uncertainty in income taxes. The standard prescribes a minimum recognition threshold and measurement methodology that a tax position taken or expected to be taken in a tax return is required to meet before being recognized in the financial statements. It also provides guidance for derecognition, classification, interest and penalties, disclosure and transition.

The School files informational returns in the federal jurisdiction. The School is subject to federal tax examinations by tax authorities for all fiscal years in which informational returns were filed.

The School believes that it has appropriate support for the positions taken on its tax returns. Nonetheless, the amounts ultimately paid, if any, upon resolution of the issues raised by the taxing authorities may differ materially from the amounts paid. Management believes that its nonprofit status would be sustained upon examination.

Should there be interest on underpayments of income tax, the School would classify it as "Interest Expense." The School would classify penalties in connection with underpayments of tax as "Other Expense."

Deferred Rent

In accordance with U.S. GAAP, rent expense is recognized on a straight-line basis over the life of the lease, including future escalations of rent, rather than in accordance with lease payments. Deferred rent represents the adjustment to future rents as a result of using the straight-line method.

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Recent Accounting Pronouncement

In May 2014, the Financial Accounting Standards Board ("FASB") issued an accounting standard update which affects the revenue recognition of entities that enter into either (1) certain contracts to transfer goods or services to customers or (2) certain contracts for the transfer of nonfinancial assets. The update indicates an entity should recognize revenue in an amount that reflects the consideration the entity expects to be entitled to in exchange for the goods or services transferred by the entity. The update is to be applied to the beginning of the year of implementation or retrospectively and is effective for annual periods beginning after December 15, 2018 and in interim periods in annual periods beginning after December 15, 2019. Early application is permitted but no earlier than annual reporting periods beginning after December 31, 2016. The School is currently evaluating the effect the update will have on its financial statements.

Reclassification

Certain amounts in the prior year financial statements have been reclassified for comparative purposes to conform to the presentation in the current year financial statements. This reclassification had no effect on previously reported change in net assets.

3. PROPERTY AND EQUIPMENT

Property and equipment consist of the following as of June 30:

	2015	2014	Estimated Useful Life
Furniture and fixtures	\$ 563,533	\$ 145,940	3 years
Equipment and computers	547,393	342,650	3 years
Capital lease equipment	119,560	-	Life of lease
Leasehold improvements	1,637,802	349,796	Life of lease
	<u>2,868,288</u>	<u>838,386</u>	
Less: accumulated depreciation and amortization, including amortization on capital leases of \$50,611 as of June 30, 2015	<u>(837,931)</u>	<u>(419,127)</u>	
	<u>\$ 2,030,357</u>	<u>\$ 419,259</u>	

Depreciation and amortization expense amounted to \$418,804 and \$179,462 for the years ended June 30, 2015 and 2014, respectively, including amortization expense on capital leases of \$50,611 for the year ended June 30, 2015.

4. PENSION PLAN

The School has a 403(b) profit sharing plan (the "Plan") which covers most of the employees. The Plan is a defined contribution plan. Employees are eligible to enroll in the Plan either the first day of the Plan year or the first day of the seventh month of the Plan year. Those employees who have completed at least 1 full year of service are also eligible for employer contributions. The Plan provides for the School to contribute up to 5% of an employee's salary. The School contribution becomes fully vested after the employee completes one year of service. For the years ended June 30, 2015 and 2014, pension expense for the School was \$96,550 and \$64,765, respectively which is included in payroll taxes and employee benefits in the accompanying statement of functional expenses.

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

5. COMMITMENTS

The School has a lease with The Roman Catholic Church of the Good Shepherd of New York City that will expire on June 30, 2018. The School took possession of this space in August 2012. Annual lease payments amounted to \$410,197 and \$407,276 during the years ended June 30, 2015 and 2014, respectively.

On June 19, 2014, the School entered into a lease with The Roman Catholic Church of St. Jude. The lease period is from July 1, 2014 through June 30, 2024. The School took possession of this space in July 2014. Annual lease payments amounted to \$831,216 during the year ended June 30, 2015.

The School entered into three capital leases in 2014 for computers and kitchen equipment for a total commitment of \$119,560.

The School leases equipment and a copier under a non-cancelable operating lease which will expire in November of 2015.

Total future minimum rental and lease payments are as follows:

<u>June 30,</u>	<u>Operating</u> <u>Leases</u>	<u>Capital</u> <u>Leases</u>
2016	\$1,157,420	\$ 44,760
2017	1,232,205	31,111
2018	1,162,635	-
2019	877,000	-
2020	877,000	-
Thereafter	<u>3,618,187</u>	-
	<u>\$8,924,447</u>	<u>75,871</u>
Less interest expense		6,922
Net minimum obligations under capital leases		<u>\$ 68,949</u>

6. RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to help protect itself from such risks.

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

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

7. CONCENTRATIONS

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at a major financial institution that, at times, exceeded the Federal Deposit Insurance Corporation ("FDIC") insured limit of \$250,000.

The School received approximately 95% of its total revenue from per pupil funding from the NYCDOE during the year ended June 30, 2015. The School received approximately 94% of its total revenue from per pupil funding from the NYCDOE during the year ended June 30, 2014.

One major grantor accounted for 90% of grants receivable at June 30, 2015. One major grantor accounted for approximately 100% of grants receivable at June 30, 2014.

Two vendors accounted for approximately 74% of accounts payable at June 30, 2015. Three vendors accounted for approximately 67% of accounts payable at June 30, 2014.



Independent Auditor’s 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

To the Board of Trustees
Inwood Academy for Leadership Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Inwood Academy for Leadership Charter School (the “School”), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 20, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School’s internal control over financial reporting (“internal control”) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of 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 School’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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

Compliance and Other Matters

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

We noted certain matters that we reported to management of the School in a separate letter dated October 20, 2015.

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.

MBAF CPAs, LLC

New York, NY
October 20, 2015



Audited Financial Statement Checklist

Last updated: 10/26/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

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

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

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

Thank you.



Appendix E: Disclosure of Financial Interest Form

Last updated: 07/20/2015

Page 1

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

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

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

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

(No response)

Thank you.



Appendix F: BOT Membership Table

Created: 07/08/2015

Last updated: 08/01/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Rashaan Graham		Chair/Board President	Yes	Facilities, Academic, Executive	5 years
2	Matt Mahoney		Vice Chair/Vice President	Yes	Facilities, Academic, Executive	5 years
3	Jon Zucker		Treasurer	Yes	Facilities, Executive, Finance	3 years
4	Wileen Bannon		Secretary	Yes	Facilities, Executive, Finance	4 years
5	Elyssa Siminerio		Trustee/Member	Yes	Fundraising, Academic	3 years
6	Joann Looney		Trustee/Member	Yes	Academic	2 years
7	Christina Reyes		Trustee/Member	No	Facilities, Academic	
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						

20						
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2. Total Number of Members Joining Board during the 2014-15 school year

0

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

1

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

13

5. How many times did the Board meet during the 2014-15 school year?

12

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

12

Thank you.

Admissions *(Enrollment Report)*

STUDENT RECRUITMENT

2014-15 enrollment numbers point to another big gain in community awareness, 833 applications were received prior to the lottery. Last year we had a total of 355 applications for grades 5-9, and this year alone we had a total of 356 solely for grade 5. We had a multi-faceted approach in our marketing to ensure that a diverse group of families received information about Inwood Academy for Leadership. Here are the following ways that information was distributed...

Web: IAL website pointed people to NYC Charter Center's Common Application which is available in multiple languages.

Direct Mail: IAL sent a bilingual (English/Spanish) package to Vanguard to advertise to rising 5th grade families **ONLY**. Packages were sent to District 6 in Manhattan and zip code 10468.

Door to Door: IAL partnered with Democracy Builders who handed out over 8,000 application packages within a three-week period. NYCHA housing was a priority, in the Washington Heights, Inwood, Kingsbridge and University Heights sections.

Newspaper: A color, full-page ad was placed in El Grito, a Spanish newspaper, for 5 weeks.

Charter School Fair: IAL attended the Charter School Fair on Saturday, March 14

2015 Open House Dates IAL hosted:

- Thursday, January 22; 9AM
- Thursday, February 12; 9AM
- Thursday, March 12; 9AM
- Thursday, March 26; 9AM

Admissions *(Enrollment Plan)*

STUDENT RECRUITMENT

2015-16 enrollment numbers point to another big gain in community awareness.

We will have a multi-faceted approach in our marketing to ensure that a diverse group of families received information about Inwood Academy for Leadership. The following ways that information will be distributed...

Web: IAL website point people to NYC Charter Center's Common Application which is available in multiple languages.

Direct Mail: IAL will provide a bilingual (English/Spanish) package to Vanguard to advertise to rising 5th grade families **ONLY**. Packages were sent to District 6 in Manhattan and zip code 10468.

Door to Door: IAL partnered with Democracy Builders who will hand out over 8,000 application packages within a three-week period. NYCHA housing was a priority, in the Washington Heights, Inwood, Kingsbridge and University Heights sections.

Newspaper: A color, full-page ad was placed in El Grito, and El Diaro Spanish newspapers, for 5 weeks.

Charter School Fair: IAL attended the Charter School Fair

2016 Open House Dates IAL hosted:

- Thursday, January 21; 9AM
- Thursday, February 11; 9AM
- Thursday, March 11; 9AM
- Thursday, March 25; 9AM



Appendix I: Teacher and Administrator Attrition

Created: 07/08/2015

Last updated: 07/31/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

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

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	45	15	4

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	11	2	1

Thank you



Appendix J: Uncertified Teachers

Last updated: 08/01/2015

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

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

Page 1

Charter School Name:

Note Definition of FTE:

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

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

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

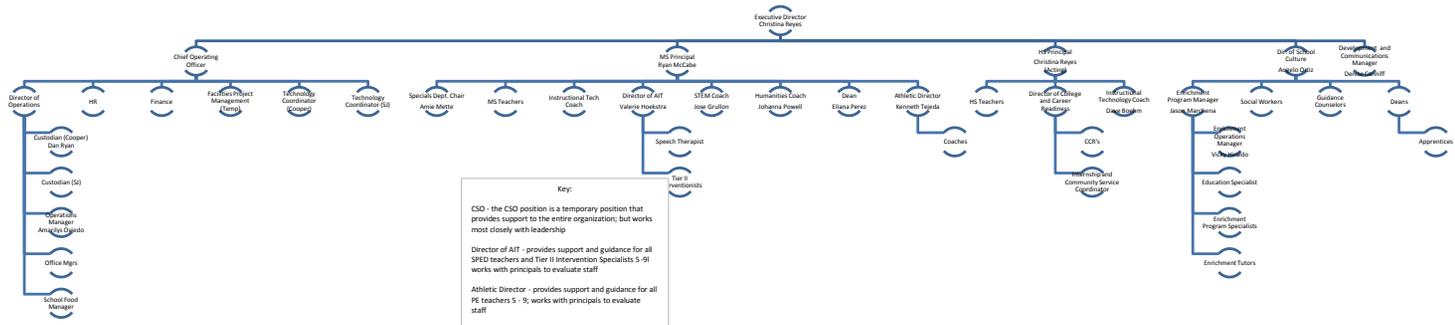
	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	7
(ii) individuals who are tenured or tenure track college faculty	1
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	0
FTE count of uncertified teachers who do not fit into any of the four statutory categories	0
Total	8.0

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

8

Thank you.

2014 - 2015 Inwood Academy



Key:

CSO - the CSO position is a temporary position that provides support to the entire organization; but works most closely with leadership

Director of AIT - provides support and guidance for all SPED teachers and Tier II Intervention Specialists 5-9; works with principals to evaluate staff

Athletic Director - provides support and guidance for all PE Teachers 5 - 9; works with principals to evaluate staff

Instructional Coaches - provide support and guidance to all teachers within a specific department; works with principals to evaluate staff

Director of School Culture - provides support and guidance to all guidance counselors, social workers, and Deans; works with principals to evaluate staff

Inwood Academy for Leadership Charter School empowers students in Inwood and Washington Heights to become agents for change through community-focused leadership, character development and college preparedness.

As defined above by our mission statement, success at Inwood Academy for Leadership (IAL) is rooted in the reality that our students are destined to face many challenges. Our ultimate goal is to prepare them to overcome these challenges through academic mastery and ethical engagement so that when students graduate they are ready for college and have the character and community engagement skills to lead and drive change.

We have become an integral part of the Washington Heights and Inwood community as evidenced in part by accommodations made to meet the specific needs of our student population from the day we opened our doors in 2010. With a marked effort to recruit students directly from the immigrant community, we advocated successfully to offer preference to English Language Learners (ELL) within our lottery. Beginning with our first cohort of 5th graders, incoming students reflect this preference with an average of 33% ELLs, some of which enrolling within months of entering the country.

The “Three Cs”

Inwood Academy strives to position a culture of leadership development in the forefront of every aspect of our school. Leaders at IAL are defined by their ability to uphold commitment to community, character, and college preparedness. We believe that through innovations in both student and staff leadership, IAL has become an institution grounded by its mission in empowering students to become agents for change. This renewal application will provide information to demonstrate our validity as a stable, sustainable school that has made any necessary changes to ensure that our students achieve and maintain a high level of academic proficiency to attain college acceptance.

Key Instructional Design Elements

Content Based Curriculum. Based on the principle that students need a base of knowledge with which to start and to build upon, IALCS will utilize the Core Knowledge Sequence to strategically ensure our students’ knowledge base has the necessary breadth and depth, and each year builds upon the content taught the prior school year. The CK Sequence allows teachers to convey content to students that is solid, sequenced, specific, and shared. The shared knowledge allows staff and teachers to create constant conversation around common knowledge. Content based learning has proven to be effective with ELLs as well. Wesche and Skehan define language acquisition and content learning as a reciprocal process in which one builds on the other.

Intensive Support of ELLs. We expect intend to enroll 40-50 ELLs (40-50%) each year by setting aside seats in our lottery for this population. An ELL specialist will head our program that will use utilize inclusion, along with pull out and push in services based on the individual needs of each student. Also, students will be accessed through the RTI method to pinpoint specific areas of need. IALCS will focus on

language acquisition throughout its curriculum by offering both an ELA class and a separate writing class. Computer-based reading intervention will be given to all students that need this extra support. More Time on Task and More Days in the Year. Students at IALCS begin school at 7:40am and end at 4:00pm. A mandatory Leadership Seminar will happen every Monday and Wednesday from 4:00 – 4:30pm. The Leadership Academy After School program will provide extra tutoring and extra-curricular opportunities from 4:30pm – 6:00pm on Mondays and Wednesdays and 4:00pm-6:00pm on Tuesdays and Thursdays. This extra time will be utilized by our Specialists to provide extra support for our Special Education and ELL population. Also, students will have three extra weeks of school throughout the summer. Weeks 1 and 2 will be mandatory for all students who have received 1's or 2's on the previous year's NYS tests. Week 3 will be a mandatory culture building week for all students called "Leadership Week." These extra three weeks will give students with special needs in all three categories 15 extra school days, while all students will receive at least five extra days. These five extra days compiled with the extra hour and a half included in the extended school day results in three hundred extra hours on task. This equates to over 60 extra days within the school year. Students who participate in the Leadership Academy After School program will receive even more academic support.

Highly Qualified Teachers

Excellent curriculum is ineffective at best when not used by excellent teachers. Much research points to the fact that teacher quality has the single greatest effect on student achievement. Because of this, a large part of our program will revolve around selecting and retaining excellent teachers. All teachers joining the IALCS staff must: 1) be committed to teaching in underserved communities in an effort to bridge the achievement gap, giving students all the tools necessary and to give these youth all the necessary tools in order to graduate college, 2) believe that teachers are instrumental in building developmental assets in each young person, 3) have a deep understanding of their content area, 4) skill in teaching methodologies, and 5) be a life-long learner in order to model this important trait for the students.

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

Created Friday, August 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/ed4f47c0d96ffcd9ce7>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Jonathan	Zucker

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

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5. *E-mail Address:

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

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

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

<i>INWOOD ACADEMY FOR LEADERSHIP CS (NYC CHANCELLOR) 310600860966</i>

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

(check all that apply)

- Treasurer
-

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

No

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

No

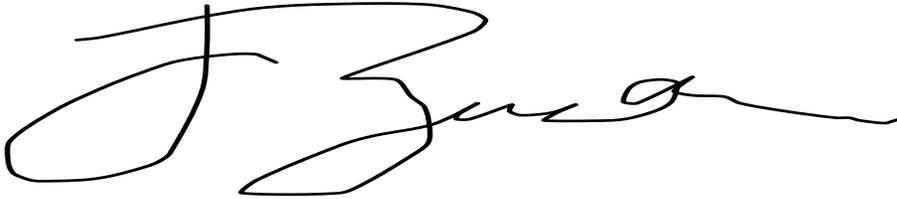
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "J. B. Jones", written in a cursive style.

Thank you.

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

Created Saturday, August 29, 2015

Updated Tuesday, September 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/b8d9bb7b665f4d66a>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Elyssa	Siminerio

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

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5. *E-mail Address:

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

No, I am not.

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

INWOOD ACADEMY FOR LEADERSHIP CS (NYC CHANCELLOR) 310600860966

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

(check all that apply)

(No response)

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

No

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

No

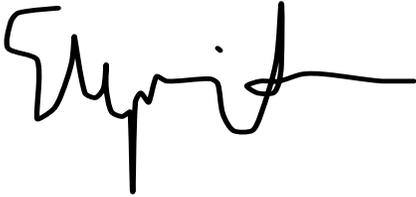
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be 'E. Smith', written on a light gray background.

Thank you.

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

Created Monday, October 19, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/6fef6abb9a69bb33b4>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Matthew	Mahoney

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

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5. *E-mail Address:

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

No, I am not.

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

INWOOD ACADEMY FOR LEADERSHIP CS (NYC CHANCELLOR) 310600860966

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

(check all that apply)

-
- Vice Chair/Vice President
-

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

No

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

No

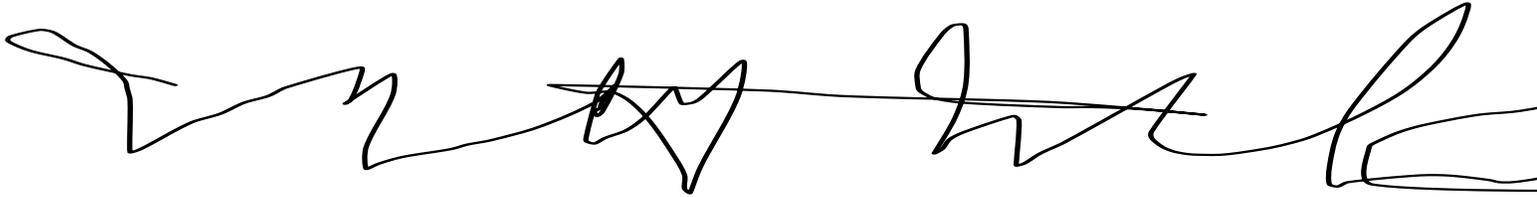
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several stylized, connected letters and flourishes, extending across the width of the page.

Thank you.