Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/24/2019 • Last updated: 08/01/2019

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 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, 2019)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME (Select name from the drop down menu)	INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL
a1. Popular School Name (Optional)	(No response)
b. CHARTER AUTHORIZER (As of June 30th, 2019) Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.	NYCDOE Authorized Charter School
c. DISTRICT / CSD OF LOCATION	NYC CSD 6
d. DATE OF INITIAL CHARTER	12/2009
e. DATE FIRST OPENED FOR INSTRUCTION	08/2010

f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

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

g. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Differentiation. While differentiation can mean many different things to educators, at IAL we believe that the bar for academic achievement can not be lowered to accommodate the needs of students, but that the methods we take to ensure students reach the bar is scaffolded appropriately. The focus of differentiation at IAL is the daily groupings and differentiated task work. Using exit slip data, teachers create groupings for the next day. Task work matches problem sets that students need to master in order to move on. Additional forms of differentiation include pre teaching and adjusting the amount of problems certain students need to complete. These strategies allow students to operate within their zone of proximal development causing the necessary academic growth.
Variable 2	Intensive Support of ELLs. We 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 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. Computer based reading intervention will be given to all students that need this extra support.
Variable 3	More Time on Task and More Days in the Year. Student receive an additional week of orientation in the summer which includes culture building and assessments as well as getting to know the goals and curriculum for the year.

	Students in the middle school attend school from 8am 3:30pm and students in the HS have varying schedules based on their course selections. Regular classes end between 2:30 3:30pm and additional office hours for support extend to 4pm.
Variable 4	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 teacher methodologies, and 5) be a life long learner in order to model this important trait for the students.
Variable 5	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 it s mission in empowering students to become agents for changes to ensure that our students achieve and maintain a high level of academic proficiency to attain college acceptance.
Variable 6	(No response)
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

Need additional space for variables	No
h. SCHOOL WEB ADDRESS (URL)	www.inwoodacademy.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)	960
j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)	900

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	5, 6, 7, 8, 9, 10, 11, 12

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?	No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2019-20?

	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 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	3896 10th Avenue New York, NY 10034	212 304 0103	NYC CSD 6	9 12	9 12

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christina Reyes	[redacted]		[redacted]
Operational Leader	Jenny Pichardo			
Compliance Contact	Jenny Pichardo			
Complaint Contact	Jenny Pichardo			
DASA Coordinator	Nilson Meija			
Phone Contact for After Hours Emergencies	Jenny Pichardo			

m1b. Is site 1 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 1 if located in private space in NYC or located outside of NYC .

Site 1 Certificate of Occupancy (COO)

(No response)

Site 1 Fire Inspection Report

(No response)

School Site 2

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 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	433 West 204 Street New York, NY 10034	646 665 5570	NYC CSD 6	5 8	no

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christina Reyes	[redacted]		[redacted]
Operational Leader	Jenny Pichardo			
Compliance Contact	Jenny Pichardo			
Complaint Contact	Jenny Pichardo			
DASA Coordinator	Raiderys Martinez			
Phone Contact for After Hours Emergencies	Jenny Pichardo			

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

Private Space

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

m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

Site 2 Certificate of Occupancy (COO)

https://nysed_cso_reports.fluidreview.com/resp/109989726/s65IeHxlLr/

Site 2 Fire Inspection Report

(No response)

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 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	431 West 204 New York, NY 10034	646 273 8451	NYC CSD 6	5 8, central school support ofice	no

m3a. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christina Reyes	[redacted]		[redacted]
Operational Leader	Jenny Pichardo			
Compliance Contact	Jenny Pichardo			
Complaint Contact	Jenny Pichardo			
DASA Coordinator	Raiderys Martinez			
Phone Contact for After Hours Emergencies	Jenny Pichardo			

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

m3d. 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 .

Site 3 Certificate of Occupancy (COO)

https://nysed_cso_reports.fluidreview.com/resp/109989726/grgnexJqqo/

Site 3 Fire Inspection Report

https://nysed_cso_reports.fluidreview.com/resp/109989726/kTf19ow766/

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions).	No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Jenny Pichardo
Position	COO/CFO
Phone/Extension	[redacted]
Email	

p. 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. Check YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Date 2019/07/24

Thank you.

NYC Buildings

Certificate of Occupancy

CO Number: [redacted]

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.*

A.

Borough: Manhattan
Address: 411 WEST 204TH STREET
Building Identification Number (BIN): 1081903

Block Number: 02201
Lot Number(s): 29
Building Type: Altered

Certificate Type: Temporary
Effective Date: 05/28/2019
Expiration Date: 08/26/2019

This building is subject to this Building Code: 1968 Code

For zoning lot metes & bounds, please see BISWeb.

B.

Construction classification: 1 (Prior to 1968 Code designation)
Building Occupancy Group classification: E (2014/2008 Code)
Multiple Dwelling Law Classification: None

No. of stories: 3 **Height in feet:** 33 **No. of dwelling units:** 1

C.

Fire Protection Equipment:
Fire alarm system

D.

Type and number of open spaces:
None associated with this filing.

E.

This Certificate is issued with the following legal limitations
None

Outstanding requirements for obtaining Final Certificate of Occupancy:

There are 11 outstanding requirements. Please refer to BISWeb for further detail.

Borough Comments: None

Borough Commissioner

Acting Commissioner

B Form 54 (Revised 03/05)

DOCUMENT CONTINUES ON NEXT PAGE

NYC Buildings

Certificate of Occupancy

CO Number: [redacted]

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
CEL	1	OG	F-2 S-2 B		3	ELECTRIC ROOM, JANITOR CLOSET, STORAGE ROOMS, AND OFFICE
CEL	88	OG	E		3	CLASSROOMS
001	68	100	B S-2 E		3	OFFICES, STORAGE, CLASSROOMS

END OF SECTION

Borough Commissioner

Acting Commissioner

B Form 54 (Revised 03/05)

END OF DOCUMENT

[redacted]/29/2019 3:15:16 PM

FIRE DEPARTMENT

BUREAU OF FIRE PREVENTION
9 METROTECH CENTER 3RD FLOOR - BROOKLYN, N.Y. 11201-3857

BLDGS DEPT APPL. NO: [redacted] 11:12 4H

ACCOUNT NUMBER:

INWOOD ACADEMY

DATE OF APPROVAL: 05/29/19

108 COOPER ST
NEW YORK, NY 10034

DATE OF INSPECTION: 08/14/18

INSPECTOR NAME: M. URETSKY

PLAN NUMBER:

FLOOR(S) INSPECTED: FLS: C,1

PREMISES	*BOROUGH*
411 W 204 ST	NEW YORK

LETTER OF APPROVAL

THIS LETTER OF APPROVAL COVERS THE SYSTEM INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT.

APPROVAL OF THE SYSTEMS(S) IS GRANTED IN ACCORDANCE WITH:

☐ **SELF CERTIFICATION** X☐ **INSPECTION** ☐ **PROFESSIONAL CERTIFICATION**

GROUP E(EDU.,LO-RI,NON-SPK)FAS********** **29 NYC Admin. Code § FC 104.2**
MAN / SSC / COC**********
MDL, HICKSVILLE/NY**********
****
****
****

Sincerely,

Chief of Fire Prevention
City of New York

[redacted] 05/30/19 56070.3

Form 54-35M-701421(51) 114

DEPARTMENT OF HOUSING AND BUILDINGS

BOROUGH OF MANHATTAN , CITY OF NEW YORK

No. 41160

Date May 12, 1953

CERTIFICATE OF OCCUPANCY

(Standard form adopted by the Board of Standards and Appeals and issued pursuant to Section 646 of the New York Charter, and Sections C26-181.0 to C26-187.0 inclusive Administrative Code 2.1.3.1. to 2.1.3.7. Building Code.)

This certificate supersedes C. O. No. 41020

To the owner or owners of the building or premises:

THIS CERTIFIES that the new—[redacted] building—premises located at

451 West 204th Street

Block 2201 Lot 1

, conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

N.B. [redacted] No.— 77-1951 Construction classification— Class 1 fireproof

Occupancy classification— Public Bldg. . Height 5 stories, 87 feet.

Date of completion— May 11, 1953 . Located in Retail & Residence Use District.

B Area 1½ . Height Zone at time of issuance of permit 2364-1951

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: (Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED			USE
		MALE	FEMALE	TOTAL	
Cellar	on ground			5	Boiler room and storage.
1st story	on ground & 100			1000	Auditorium, gymnasium, chapel and kindergarten.
2nd story	60			220	Class rooms.
3rd story	60			400	Class rooms and convent.
					Fuel Oil installation approved by Fire Department and standpipe system approved by Fire Department February 17, 1953. Interior Fire Alarm system approved by Fire Department January 19, 1953.
	Sec. 6.1.2.3				

Borough Superintendent.

NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT

Unless an approval for the same has been obtained from the Borough Superintendent, no change or rearrangement in the structural parts of the building, or affecting the light and ventilation of any part thereof, or in the exit facilities, shall be made; no enlargement, whether by extending on any side or by increasing in height shall be made; nor shall the building be moved from one location or position to another; nor shall there be any reduction or diminution of the area of the lot or plot on which the building is located.

The building or any part thereof shall not be used for any purpose other than that for which it is certified.

The superimposed, uniformly distributed loads, or concentrated loads producing the same stresses in the construction in any story shall not exceed the live loads specified on reverse side; the number of persons of either sex in any story shall not exceed that specified when sex is indicated, nor shall the aggregate number of persons in any story exceed the specified total; and the use to which any story may be put shall be restricted to that fixed by this certificate except as specifically stated.

This certificate does not in any way relieve the owner or owners or any other person or persons in possession or control of the building, or any part thereof from obtaining such other permits, licenses or approvals as may be prescribed by law for the uses or purposes for which the building is designed or intended; nor from obtaining the special certificates required for the use and operation of elevators; nor from the installation of fire alarm systems where required by law; nor from complying with any lawful order for additional fire extinguishing appliances under the discretionary powers of the fire commissioner; nor from complying with any lawful order issued with the object of maintaining the building in a safe or lawful condition; nor from complying with any authorized direction to remove encroachments into a public highway or other public place, whether attached to or part of the building or not.

If this certificate is marked "Temporary" it is applicable only to those parts of the building indicated on its face, and certifies to the legal use and occupancy of only such parts of the building; it is subject to all the provisions and conditions applying to a final or permanent certificate; it is not applicable to any building under the jurisdiction of the Housing Division unless it is also approved and endorsed by them, and it must be replaced by a full certificate at the date of expiration.

If this certificate is for an existing building, erected prior to March 14, 1916, it has been duly inspected and it has been found to have been occupied or arranged to be occupied prior to March 14, 1916, as noted on the reverse side, and that on information and belief, since that date there has been no alteration or conversion to a use that changed its classification as defined in the Building Code, or that would necessitate compliance with some special requirement or with the State Labor Law or any other law or ordinance; that there are no notices of violations or orders pending in the Department of Housing and Buildings at this time; that Section 646F of the New York City Charter has been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent, and that, so long as the building is not altered, except by permission of the Borough Superintendent, the existing use and occupancy may be continued.

"§ 646 F.—No certificate of occupancy shall be issued for any building, structure, enclosure, place or premises wherein containers for combustibles, chemicals, explosives, inflammables and other dangerous substances, articles, compounds or mixtures are stored, or wherein automatic or other fire alarm systems or fire extinguishing equipment are required by law to be or are installed, until the fire commissioner has tested and inspected and has certified his approval in writing of the installation of such containers, systems or equipment to the Borough Superintendent of the borough in which the installation has been made. Such approval shall be recorded on the certificate of occupancy."

Additional copies of this certificate will be furnished to persons having an interest in the building or premises, upon payment of a fee of fifty cents per copy.

Entry 2 NYS School Report Card Link

Last updated: 07/24/2019

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) (For technical reasons, please re select authorizer name from the drop down menu).	NYCDOE Authorized Charter School
2. 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.)**	https://data.nysed.gov/essa.php?instid=800000067014&year=2018&createreport=1&allchecked=1&OverallStatus=1&section_1003=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&HSindicators=1&HScomposite=1&HScompgrowth=1&HSelp=1&HSprogress=1&HSchronic=1&HScccr=1&staffqual=1&expend=1&38ELA=1&38MATH=1&regents=1&cohort=1&nyseslat=1&feddata=1

Entry 3 Progress Toward Goals

Created: 07/24/2019 • Last updated: 10/30/2019

PROGRESS TOWARD CHARTER GOALS

Board of Regents authorized and NYCDOE authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	For each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent on the New York State ELA examination.	NY State ELA Exam	Met	The school met the district proficiency number of 37%.
Academic Goal	For each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the	NY State Math Exams	Met	The school exceeded the Math proficiency

2	Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State math examination.			of the district.
Academic Goal 3	Each year, at least 75 percent of students in the high school accountability cohort passing an English Regents exam will have a score of 75 or above by the end of their fourth year.	NYS Regents	Not Met	The school did not have 75% of students passing the English Regents with a 75% or higher. The school has replaced the 11th grade ELA teacher and has added more benchmarks to the calendar to better track progress.
Academic Goal 4	Each year, at least 75 percent of students in the high school accountability cohort passing a math Regents exam will have a score of 75 or above by the end of their fourth year.	NYS Regents	Not Met	The school did not have 75% of students receiving a 75% or higher on a math exam. The school implemented algebra in 8th grade which will allow students more time to sit with the curriculum in order to pass the exam at a higher mastery level over time.
	For each year of the school’s next charter term, each grade level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year’s NYS ELA exam (baseline) and the CSD or citywide percent (whichever is higher) of students			The school did not half the distance between the city and the school proficiency in ELA. The ELA

Academic Goal 5	proficient at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoringabove proficiency in a grade level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's ELA exam, the school is expected to demonstrate growth comparable to the CSD in the current year	NY State ELA Test	Not Met	teachers are taking an intensive literacy course to help them better identify the gaps that students have in reading and learn how to address these individual gaps. This is a partnership with AIM Institute in Philadelphia, PA.
Academic Goal 6	For each year of the school's next charter term, each gradelevel cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS math exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State math exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's math	NY State Math Exams	Met	Yes, the school more than halved the distance between itself and the city.

	exam, the school is expected to demonstrate growth comparable to the CSD in the current year			
Academic Goal 7	For each year of the next charter term, the school will perform at the 60th percentile or above compared with citywide averages for its 4 year graduation rate and in the 60th percentile or above compared with citywide averages for its 6 year graduation rate.	Graduation Rate	Met	The school is well above the 60th percentile of the city as it relates to their four year graduation rate. The school does not have a 6 year graduation rate because it has only had two graduating classes.
Academic Goal 8	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in each grade 9 11 accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who were continuously enrolled in the school including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the	Credit Accumulation	Met	The 11th graders (rising 12th graders) had 83% of students accumulating at least 20 credits towards graduation. The 10th graders (rising 11th graders) had 81% of students accumulating at least 20 credits towards graduation. The 9th graders (rising 10th graders) had 86% of students accumulating at least 10 credits towards graduation.

	school year. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYC DOE School Quality Reports			
Academic Goal 9	Each year (after the first class has graduated) at least 75% of students will successfully complete their first semester of college by passing all classes in which they are enrolled	College Transcripts	Met	Yes, 75% of students enrolled in classes passed all of their first semester classes.
Academic Goal 10				

2. Do have more academic goals to add? No

3. Do have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2018-19 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				The middle school did meet the goal of 95% and high school did not meet the goal . With a high needs population as we are serving, students in high

Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95 percent	ATS Reports/Internal Data	Not Met	school have a higher absentee rate. Most schools in NYC average 88%, so 92.08% is beating the NYC average attendance rate for HS, so we would like to review this goal for our long term goals. With our population, we're not sure if 95% is attainable. We currently employ many strategies to encourage attendance including home visits, ACS cases, meetings with parents, and positive incentives in the school environment.
Org Goal 2	Each year, 95 percent of all students enrolled on the last day of the school year will return the following school year.	ATS Report	Met	We enrolled new student in the 5th and 9th grade and filled open seat in 6 grade. In total we accepted approximately 150 students.
Org Goal 3	Each year, 90 percent of all instructional staff employed during the prior school year will return and/or be asked to return the following school year.	Internal data collection	Met	The Middle School and High School did met the goal with 90% of the teachers returned/were asked to return.
	In each year of the charter term, students will express			

Org Goal 4	satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of students that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more students participate in the survey.	NYC DOE School Survey	Met	yes, there are more than 50% of students taking the exam and agree or strongly agree on key questions.
Org Goal 5	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of parents that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more parents participate in the survey.	NYC DOE School Survey	Met	Yes, more than 50% of parents took the NY Learning environment survey and replied agreed or strongly agreed on key questions.

Org Goal 6	In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of staff that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more staff participate in the survey.	NYC DOE School Survey	Met	Yes, more than 50% of staff took the NY Learning environment survey and replied agreed or strongly agreed on key questions.
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add? No

6. FINANCIAL GOALS

2018-19 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Audit	Met	Yes, the school operates a balanced budget and a stable cash flow.
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add? No

Thank you.

Entry 4 Expenditures per Child

Created: 07/24/2019 • Last updated: 07/26/2019

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOLSection Heading

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 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: Audit Guide available within the portal or on the NYSED website at: http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf.

Line 1: Total Expenditures	15440504
Line 2: Year End FTE student enrollment	900
Line 3: Divide Line 1 by Line 2	17156

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018 19 Schedule of Functional Expenses)

2. Any contracted administrative/management fee paid to other organizations or corporations

3. Take the total from above and divide it by the year end FTE enrollment. 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 officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. 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. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	1225698
Line 2: Management and General Cost (Column)	872922
Line 3: Sum of Line 1 and Line 2	2098621
Line 5: Divide Line 3 by the Year End FTE student enrollment	2332

Thank you.

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

JUNE 30, 2019 AND 2018

MBAF

CERTIFIED PUBLIC ACCOUNTANTS AND ADVISORS

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 statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free 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 a 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, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2019, 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 28, 2019

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2019 AND 2018

ASSETS		**2019**		**2018**
Cash	$	6,285,237	$	3,502,933
Cash - restricted		75,217		75,180
Bond reserve funds - restricted cash		4,114,600		15,996,841
Grants receivable		191,445		619,100
Prepaid expenses and other assets		518,199		718,461
Property and equipment, net		2,688,646		2,802,312
Construction in progress		15,857,977		2,618,924
TOTAL ASSETS	**$**	**29,731,321**	**$**	**26,333,751**
LIABILITIES AND NET ASSETS				
LIABILITIES				
Accounts payable and accrued expenses	$	1,087,522	$	527,003
Accrued interest expense		158,588		121,443
Bonds payable		17,449,847		17,405,962
Due to NYC Department of Education		74,031		3,993
Deferred rent		339,099		384,881
Capital lease obligation		-		2,889
		19,109,087		18,446,171
NET ASSETS				
Net assets - without donor restrictions		10,622,234		7,887,580
TOTAL LIABILITIES AND NET ASSETS	**$**	**29,731,321**	**$**	**26,333,751**

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

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

STATEMENTS OF ACTIVITIES

FOR THE YEARS ENDED JUNE 30, 2019 AND 2018

	2019	2018
CHANGES IN NET ASSETS WITHOUT DONOR RESTRICTIONS		
OPERATING REVENUE AND SUPPORT		
State and local per pupil operating revenue	$ 16,717,486	$ 15,337,727
Government grants and contracts	2,879,781	2,232,337
Contributions and other grants	129,300	157,740
Interest income	81,448	15,194
Net assets released from restrictions	-	9,500
	19,808,015	17,752,498
EXPENSES		
Program services	14,245,054	12,082,618
Management and general	2,551,733	2,137,557
Fundraising	276,574	409,436
	17,073,361	14,629,611
INCREASE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	2,734,654	3,122,887
CHANGES IN NET ASSETS WITH DONOR RESTRICTIONS		
Net assets released from restrictions	-	(9,500)
DECREASE IN NET ASSETS WITH DONOR RESTRICTIONS	-	(9,500)
CHANGE IN NET ASSETS	2,734,654	3,113,387
NET ASSETS - BEGINNING OF YEAR	7,887,580	4,774,193
NET ASSETS - END OF YEAR	**$ 10,622,234**	**$ 7,887,580**

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, 2019

		Program Services			Supporting Services		
		General Education	Special Education	Total Program	Management and General	Fundraising	2019
Personnel services costs:	**No. of Positions**						
Administrative staff personnel	38	$ 1,494,598	$ 331,644	$ 1,826,242	$ 849,327	$ 160,325	$ 2,835,894
Instructional personnel	99	4,716,837	1,528,748	6,245,585	-	-	6,245,585
Non-instructional personnel	10	-		-	424,059	-	424,059
Total salaries and wages	147	6,211,435	1,860,392	8,071,827	1,273,386	160,325	9,505,538
Payroll taxes and employee benefits		1,145,985	343,235	1,489,220	234,935	29,579	1,753,734
Retirement benefits		109,293	32,734	142,027	22,406	2,821	167,254
Legal fees		-	-	-	19,896	-	19,896
Accounting / Audit services		-	-	-	139,319	-	139,319
Professional fees - other		357,868	108,579	466,447	193,154	25,436	685,037
Building and land rent / lease		1,129,321	338,244	1,467,565	231,518	29,149	1,728,232
Repairs and maintenance		34,550	10,348	44,898	7,083	892	52,873
Insurance		122,622	36,727	159,349	25,138	3,165	187,652
Utilities		145,197	43,488	188,685	29,766	3,748	222,199
Supplies / Materials		223,107	72,278	295,385	267	34	295,686
Non-capitalized equipment / furnishings		55,179	16,527	71,706	11,312	1,424	84,442
Staff development		174,015	52,119	226,134	35,674	4,492	266,300
Student and staff recruitment		56,201	17,840	74,041	3,125	393	77,559
Technology		120,886	36,557	157,443	21,864	2,753	182,060
Food services		263,965	85,552	349,517	-	-	349,517
Student services		300,651	97,442	398,093	13,508	-	411,601
Office expense		69,177	20,719	89,896	106,685	1,786	198,367
Depreciation and amortization		404,390	121,119	525,509	82,903	10,438	618,850
Interest expense		-	-	-	80,131	-	80,131
Other		20,727	6,585	27,312	19,663	139	47,114
		$ 10,944,569	**$ 3,300,485**	**$ 14,245,054**	**$ 2,551,733**	**$ 276,574**	**$ 17,073,361**

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, 2018

		Program Services			Supporting Services		
		General Education	Special Education	Total Program	Management and General	Fundraising	2018
Personnel services costs:	**No. of Positions**						
Administrative staff personnel	30	$ 1,155,739	$ 247,658	$ 1,403,397	$ 808,539	$ 167,508	$ 2,379,444
Instructional personnel	93	4,300,305	1,165,471	5,465,776	-	-	5,465,776
Non-instructional personnel	10	-	-	-	298,849	-	298,849
Total salaries and wages	133	5,456,044	1,413,129	6,869,173	1,107,388	167,508	8,144,069
Payroll taxes and employee benefits		979,028	253,571	1,232,599	198,709	30,057	1,461,365
Retirement benefits		101,675	26,334	128,009	20,637	3,122	151,768
Legal fees		-	-	-	18,302	-	18,302
Accounting / Audit services		-	-	-	84,827	-	84,827
Professional fees - other		397,478	104,436	501,914	144,754	57,389	704,057
Building and land rent / lease		886,856	229,698	1,116,554	180,001	27,228	1,323,783
Repairs and maintenance		58,317	15,104	73,421	11,836	1,790	87,047
Insurance		44,462	11,516	55,978	9,024	1,365	66,367
Utilities		115,927	30,025	145,952	23,529	3,559	173,040
Supplies / Materials		278,896	75,571	354,467	271	41	354,779
Non-capitalized equipment / furnishings		69,523	18,007	87,530	14,111	2,134	103,775
Staff development		197,562	51,169	248,731	40,098	6,065	294,894
Student and staff recruitment		34,269	8,876	43,145	6,955	1,052	51,152
Technology		108,874	28,355	137,229	19,459	2,943	159,631
Food services		305,775	82,871	388,646	-	-	388,646
Student services		117,167	31,755	148,922	-	92,051	240,973
Office expense		-	-	-	99,822	-	99,822
Depreciation and amortization		400,523	103,737	504,260	81,292	12,297	597,849
Interest expense		-	-	-	55,955	-	55,955
Other		36,518	9,570	46,088	20,587	835	67,510
		$ 9,588,894	**$ 2,493,724**	**$ 12,082,618**	**$ 2,137,557**	**$ 409,436**	**$ 14,629,611**

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

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2019 AND 2018

	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from operating revenue and support	$ 20,224,260	$ 17,432,626
Cash received from interest income	81,448	15,194
Cash paid to employees and suppliers	(15,658,482)	(13,875,949)
NET CASH PROVIDED BY OPERATING ACTIVITIES	4,647,226	3,571,871
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(505,184)	(1,556,338)
Construction in progress	(13,239,053)	(1,885,878)
Deposit	-	350,000
NET CASH USED IN INVESTING ACTIVITIES	(13,744,237)	(3,092,216)
CASH FLOWS FROM FINANCING ACTIVITIES		
Bond proceeds	-	18,111,180
Bond issuance costs	-	(711,624)
Payments for capital lease obligations	(2,889)	(18,300)
NET CASH (USED IN) PROVIDED BY FINANCING ACTIVITIES	(2,889)	17,381,256
NET (DECREASE) INCREASE IN CASH	(9,099,900)	17,860,911
CASH AND CASH - RESTRICTED - BEGINNING OF YEAR	19,574,954	1,714,043
CASH AND CASH - RESTRICTED - END OF YEAR	**$ 10,475,054**	**$ 19,574,954**
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	$ 2,734,654	$ 3,113,387
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	618,850	597,849
Deferred rent	(45,782)	41,562
Bond premium	(3,775)	-
Amortization of bond issuance costs	47,660	6,406
Changes in operating assets and liabilities:		
Grants receivable	427,655	(196,895)
Prepaid expenses and other assets	200,262	(129,081)
Accounts payable and accrued expenses	560,519	241,075
Accrued salaries and other payroll related expenses	-	(125,592)
Accrued interest expense	37,145	121,443
Due to (from) NYC Department of Education	70,038	(98,283)
NET CASH PROVIDED BY OPERATING ACTIVITIES	**$ 4,647,226**	**$ 3,571,871**
SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION:		
Cash and Cash - Restricted Consist of:		
Cash	$ 6,285,237	$ 3,502,933
Cash - restricted	75,217	75,180
Bond reserve funds - restricted cash	4,114,600	15,996,841
Total	$ 10,475,054	$ 19,574,954
Cash paid for interest (net of capitalized interest)	$ 27,561	$ 22,568

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

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 by the Board of Regents of the University of the State of New York. On January 12, 2015, the School received a three year extension to their charter term to June 30, 2018. On March 12, 2018, the School received their second extension to June 30, 2021.

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 operates classes for students in the fifth through twelfth grades.

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.

The School's primary sources of income are from government funding.

The New York City Department of Education ("NYCDOE") provides free lunches and transportation directly to a majority of the School's students.

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").

Cash - Restricted

The State University of New York requires an escrow account of $75,000 to be held aside to cover debts in the event of the School's dissolution. As of June 30, 2019 and 2018, the School had restricted cash of $75,217 and $75,180, respectively.

Grants Receivable

Grants receivable represent unconditional promises to give. Grants receivable that are expected to be collected within one year and recorded at net realizable value are $191,445 and $619,100 at June 30, 2019 and 2018, respectively. The School has determined that no allowance for uncollectible accounts for grants receivable is necessary at June 30, 2019 and 2018. Such estimate is based on management's assessment of the creditworthiness of its grantors, the aged basis of its receivables, as well as current economic conditions and historical information.

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions

Transfers of cash or other assets or settlement of liabilities that are both voluntary and nonreciprocal are recognized as contributions. Reciprocal transfers in which each party receives and sacrifices goods or services with approximate commensurate value are recognized as exchange transactions; see Revenue Recognition – Exchange Transactions" below.

Contributions may either be conditional or unconditional. A contribution is considered conditional when the donor imposes both a barrier and a right of return. Conditional contributions are recognized as revenue on the date all donor-imposed barriers are overcome or explicitly waived by the donor. Barriers may include specific and measurable outcomes, limitations on the performance of an activity and other stipulations related to the contribution. A donor has a right of return of any assets transferred or a right of release of its obligation to transfer any assets in the event the School fails to overcome one or more barriers. Assets received before the barrier is overcome are accounted for as refundable advances.

Unconditional contributions may or may not be subject to donor-imposed restrictions. Donor-imposed restrictions limit the use of the donated assets, but are less specific than donor-imposed conditions. Net assets incorporating contributions with or without donor restrictions are defined as follows:

> Net Assets with Donor Restrictions consist of contributions and other inflows of assets whose use is subject to donor-imposed restrictions that are more specific than broad limits reflecting the nature of the not-for-profit entity, the environment in which it operates and the purposes specified in its articles of incorporation or bylaws or comparable documents. Donor-imposed restrictions may be temporary in nature, such as stipulating that resources may be used only after a specified date or limited to specific programs or services. Certain donor-imposed restrictions are perpetual in nature.
>
> Net Assets without Donor Restrictions consist of contributions and other inflows of assets whose use is not subject to donor-imposed restrictions. This net asset category includes both contributions not subject to donor restrictions and exchange transactions, such as state and local per pupil operating revenue.

Contributions subject to donor restrictions are recognized in changes in net assets with donor restrictions. When a purpose restriction is satisfied or when a time restriction expires, the contribution is reported as net assets released from restrictions and is recognized in changes in net assets without donor restrictions. 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 statements of financial position.

Revenue from federal, state and local government grants and contracts are recognized when qualifying expenditures are incurred and billable. Other unconditional contributions without donor restrictions are recognized as revenue or support in changes in net assets without donor restrictions when received or promised.

Revenue Recognition – Exchange Transactions

The School adopted Accounting Standards Update (ASU) 2014-09, *Revenue from Contracts with Customers* (Topic 606) on July 1, 2018 using the modified retrospective method applied to all contracts not completed as of the date of adoption. The modified retrospective adoption method requires the School to record a transition adjustment for the new revenue standard, if any, as a cumulative effect adjustment to beginning net assets as of the date of adoption. Therefore, any comparative information has not been adjusted. No adjustment to the School's beginning net assets was required as a result of adopting Topic 606.

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition – Exchange Transactions (continued)

The School applies Topic 606 to exchange transactions related to state and local per pupil operating revenue as well as government grants and contracts. Payments made by the state and federal government are third party funding arrangements of this transaction between the School and individual pupils. Under U.S. GAAP, these arrangements are exchange transactions between the School and the student, funded by the state and local governments.

The School receives public per-pupil funding based on the number of attending students that it serves over the academic period and the basic charter school tuition rate for the school district of residence. The School calculates the number of full-time equivalent ("FTE") students from each district of residence. All students who are identified to need special education services have an Individualized Education Program ("IEP"), formalized for each student's unique needs. Based on this IEP, each student is categorized into one of three levels of service, as follows: 0 – 20% service; 20 – 60% service, or 60% or more service required. The basic tuition rate per FTE is prescribed by the New York State Education Department ("NYSED"). The special education funding rate is determined by the NYSED from historical data by school districts on an annual basis.

The School recognizes state and local per pupil operating revenue ratably over the academic period or enrollment period (if shorter than the academic period), based on time elapsed.

Topic 606 requires the recognition of revenue upon the transfer of control of promised products or services to customers in an amount that reflects the consideration expected to be received in exchange for those products or services. Revenue is recognized net of allowances for returns.

Revenue from state and local government contracts is recorded at the transaction price, which is determined by the funding agencies based on the number of students enrolled and is recognized when services are performed in accordance with the charter agreement. Revenue is subject to periodic review and revision by the funding agencies after the reporting year. The funding agencies may request return of funds as a result of noncompliance by the School. As of October 28, 2019, no such requests have been received and, accordingly, the financial statements includes no provision for the possible disallowance or refund.

Payment terms and conditions vary by contract type, although terms generally include a requirement of payment within 30 to 90 days.

Cost of Revenue

Cost of revenue consists of student education costs.

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 (Note 4). The School has established a $1,000 threshold above which assets are evaluated to be capitalized. Leasehold improvements and capital lease equipment 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. Construction in progress is not depreciated 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, 2019 and 2018.

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Functional Allocation of Expenses

The statements of functional expenses present expenses by function and natural classification. Expenses that can be directly identified with the program or supporting service are reported as expenses of those functional areas. Other expenses are allocated among program and supporting services based upon benefits received.

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.

Debt Issuance Costs

The School presents debt issuance costs as a reduction in the carrying amount of the debt in the statements of financial position. Costs incurred in connection with the borrowing are capitalized and amortized over the life of the loan using the effective interest method.

Subsequent Events

The School has evaluated events through October 28, 2019, which is the date the financial statements were available to be issued.

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. With few exceptions, the School is no longer subject to federal income tax examinations for fiscal years before 2016.

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 income tax as other expense.

The School is subject to tax reportable on Form 990T consisting of unrelated business income if they have provided pre-tax transportation benefits to employees.

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.

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Adopted Accounting Pronouncements

Financial Statement Presentation
During the year ended June 30, 2019, the School adopted Accounting Standards Update 2016-14, Not-for-Profit Entities (Topic 958) – *Presentation of Financial Statements of Not-for-Profit Entities*. The update amends the current reporting model for not-for-profit organizations and enhances their required disclosures. The major changes include, but are not limited to: (a) requiring the presentation of two classes of net assets now titled "net assets without donor restrictions" and "net assets with donor restrictions," (b) modifying the presentation of underwater endowment funds and related disclosures, (c) requiring the use of the placed in service approach to recognize the expirations on gifts used to acquire or construct long-lived assets absent explicit donor restrictions otherwise, (d) requiring the presentation of an analysis of expenses by function and nature, (e) requiring the disclosure of information regarding liquidity and availability of resources, and (f) presenting investment return net of external and direct internal investment expenses. In addition, the update removes the requirement that statements of cash flows using the direct method also present a reconciliation consistent with the indirect method. The School has applied the update retrospectively to all periods presented and adjusted the presentation of these financial statements accordingly. As a result, the School reclassified amounts formerly classified as unrestricted net assets to net assets without donor restrictions. The adoption of this update had no other material effect on the School's financial position and changes in net assets. In addition, the School has elected to continue to present a reconciliation in the statement of cash flows consistent with the indirect method.

Contributions
During the year ended June 30, 2019, the School adopted Accounting Standards Update 2018-08, Not-for-Profit Entities (Topic 958) – *Clarifying the Scope and Accounting Guidance for Contributions Received and Contributions Made*. The update provides guidance in evaluating whether transactions should be accounted for as contributions or as exchange transactions and determining whether a contribution is conditional or not. The adoption of this update had no effect on School's financial position and changes in net assets.

Revenue Recognition
During the year ended June 30, 2019, the School adopted Accounting Standards Update 2014-09, *Revenue from Contracts with Customers* (Topic 606). The update outlines a single comprehensive model for entities to use in accounting for revenue arising from contracts with customers and supersedes most current recognition guidance, including industry-specific guidance. The core principle of the revenue recognition standard is that an entity recognizes revenue to depict the transfer of goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. The adoption of this update had no effect on School's financial position and changes in net assets. See Revenue Recognition – Exchange Transactions above.

Recent Accounting Pronouncement

In February 2016, the FASB issued an accounting standards update which amends existing lease guidance. The update requires lessees to recognize a right-of-use asset and related lease liability for many operating leases now currently off-balance sheet under current U.S. GAAP. Also, the FASB has issued amendments to the update with practical expedients related to land easements and lessor accounting. The School is currently evaluating the effect the update will have on its financial statements but expects upon adoption that the update will have a material effect on the School's financial condition due to the recognition of a right-of-use asset and related lease liability. The School does not anticipate the update having a material effect on the School's results of operations or cash flows, though such an effect is possible.

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Recent Accounting Pronouncement (continued)

The update originally required transition to the new lease guidance using a modified retrospective approach which would reflect the application of the update as of the beginning of the earliest comparative period presented. A subsequent amendment to the update provides an optional transition method that allows entities to initially apply the new lease guidance with a cumulative-effect adjustment to the opening balance of equity in the period of adoption. If this optional transition method is elected, after the adoption of the new lease guidance, the School's presentation of comparative periods in the financial statements will continue to be in accordance with current lease accounting. The School is evaluating the method of adoption it will elect. The update is effective for fiscal years beginning after December 15, 2020, and for interim periods within fiscal years beginning after December 15, 2021, with early application permitted.

Reclassifications

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. LIQUIDITY MANAGEMENT AND AVAILABILITY OF RESOURCES

The School maintains a policy of structuring its financial assets to be available as its general expenditures, liabilities, and other obligations come due. The School's management meets monthly to address projected cash flows to meet its operational expenditures. The School's financial assets available within one year of the statement of financial position date for general expenditures are as follows:

	2019	2018
Cash	$ 6,285,237	$ 3,502,933
Cash - restricted	75,217	75,180
Bond reserve funds - restricted cash	4,114,600	15,996,841
Grants receivable	191,445	619,100
Total financial assets	10,666,499	20,194,054
Less amounts unavailable for general expenditures within one year due to:		
Restricted by contract with time or purpose	(4,189,817)	(16,072,021)
Total financial assets available to management for general expenditures within one year	$ 6,476,682	$ 4,122,033

At June 30, 2019 and 2018, the School has no board designated net assets.

4. PROPERTY AND EQUIPMENT

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

	2019	2018	Estimated Useful Life
Furniture and fixtures	$ 881,357	$ 874,217	3 years
Equipment and computers	986,469	940,955	3 years
Capital lease equipment	169,310	169,310	Life of lease
Leasehold improvements	3,667,799	3,215,269	Life of lease
	5,704,935	5,199,751	
Less: accumulated depreciation and amortization, including accumulated amortization on capital leases of $169,310 and $166,546 as of June 30, 2019 and 2018, respectively	(3,016,289)	(2,397,439)	
	$ 2,688,646	$ 2,802,312	

Depreciation and amortization expense amounted to $618,850 and $597,849 for the years ended June 30, 2019 and 2018, respectively, including amortization expense on capital leases of $2,764 and $18,300 for the years ended June 30, 2019 and 2018, respectively.

5. BONDS PAYABLE

The School is a conduit bond obligor for $17,560,000 Series 2018A Bonds (the “2018A Bonds”) and $435,000 Taxable Series 2018B (the “2018B bonds”) Bonds. The 2018A Bonds were issued on May 15, 2018 with a maturity date of May 1, 2048 and interest rates ranging from 4.875% to 5.50%. The 2018B Bonds were issued on May 15, 2018 with a maturity date of May 1, 2022 and interest rate of 5.95%. The proceeds from 2018A Bonds and 2018B Bonds will be used to build, renovate and improve a future rental facility, pay for the costs of issuance and to fund several reserve bank accounts. At June 30, 2019, there is a total of $4,114,600 in the reserve accounts ($1,935,479 Project Reserve fund, $1,229,354 2018A Bonds debt service, $30,454 2018B Bonds debt service, $899,861 2018A Bonds interest reserve, $1 2018B Cost of Issuance and $19,451 2018B Bonds interest reserve). At June 30, 2018, there is a total of $15,996,841 in the reserve accounts ($12,910,450 Project Reserve fund, $1,225,724 2018A Bonds debt service, $30,364 2018B Bonds debt service, $1,785,083 2018A Bonds interest reserve, $1,000 2018B Cost of Issuance and $44,220 2018B Bonds interest reserve). The reserve funds are recorded as restricted cash in the accompanying statements of financial position.

The School incurred issuance costs of $711,624 and collected a Bond premium of $116,687 in connection with 2018A Bonds and 2018B Bonds, which are amortized over the life of the Bonds. The amortization of the debt issuance costs for the years ended June 30, 2019 and 2018 amounted to $47,660 and $6,406, respectively, and is included in interest expense on the accompanying statements of functional expenses. The accumulated amortization amounted to $54,066 and $6,406 for the years ended June 30, 2019 and 2018, respectively.

The School capitalizes approximately 96.99% of interest on the 2018A Bonds and 2018B Bonds towards construction of a new location (Note 6). The capitalized interest amounted to $919,326 and $95,606 for the years ended June 30, 2019 and 2018, respectively, and is included in the accompanying statements of financial position under construction in progress.

5. BONDS PAYABLE (CONTINUED)

Long-term debt consists of the following at June 30,:

	2019	2018
Series 2018A Bonds	$ 17,560,000	$ 17,560,000
Taxable Series 2018B Bonds	435,000	435,000
	17,995,000	17,995,000
Less: Unamortized bond premium	112,405	116,180
Less: Unamortized debt issue costs	(657,558)	(705,218)
	$ 17,449,847	**$ 17,405,962**

Aggregate maturities of bonds payable for each of the succeeding five years are as follows as of June 30,:

2020	$ -
2021	300,000
2022	320,000
2023	335,000
2024	355,000
Thereafter	16,685,000
	17,995,000
Unamortized bond premium	112,405
Total	**$ 18,107,405**

6. CONSTRUCTION IN PROGRESS

The School began construction of a new location in 2018. Construction in progress amounted to $15,857,977 and $2,618,924 at June 30, 2019 and 2018, respectively. As of June 30, 2019, the School has a construction commitment totaling approximately $1,847,000.

7. 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 on 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, 2019 and 2018, pension expense for the School was $167,254 and $151,768, respectively.

8. COMMITMENTS

The School has a lease with the Roman Catholic Church of the Good Shepherd of New York City that expired on June 30, 2019. The School took possession of this space in August 2012. Annual lease payments amounted to $626,130 and $417,420 for the years ended June 30, 2019 and 2018, 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. The lease was modified with Friends of Inwood Academy for Leadership Charter School. Inc. ("Friends of IAL"), a related party of the school. Annual lease payments amounted to $1,093,134 and $780,000 for the years ended June 30, 2019 and 2018, respectively.

The School entered into one capital lease in 2016 for computers for a total commitment of $49,750 during the year ended June 30, 2016.

Friends of IAL entered into a lease with 3896 10th Ave Associates. On April 12, 2018, the School entered into a sub-lease agreement with Friends of IAL for the premises located at 3896 10th Avenue from July 1, 2019 through June 30, 2061. The future minimum rental and lease payment schedule includes amounts the School is contingently liable to Friends of IAL.

Total future minimum rental and lease payments are as follows:

June 30,	Operating Leases
2020	$ 3,456,050
2021	3,456,050
2022	3,456,050
2023	3,456,050
2024	3,616,494
Thereafter	84,531,733
	$ 101,972,427

Rent expense and occupancy costs for the years ended June 30, 2019 and 2018 was $1,728,232 and $1,323,783, respectively, which is included in the accompanying statements of functional expenses under building and land rent / lease.

9. 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.

10. 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 insured limit of $250,000.

The School received approximately 90% and 91% of its total revenue from per pupil funding from the NYCDOE during the years ended June 30, 2019 and 2018, respectively.

Two major grantors accounted for approximately 82% and 90% of grants receivable at June 30, 2019 and 2018, respectively.

Two vendors accounted for approximately 51% of accounts payable for each of the years ended June 30, 2019 and 2018.

SUPPLEMENTARY INFORMATION

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED JUNE 30, 2019

FEDERAL GRANTOR/PASS-THROUGH GRANTOR/PROGRAM	FEDERAL CFDA NUMBER	PASS-THROUGH ENTITY IDENTIFYING NUMBER	FEDERAL EXPENDITURES
U.S. DEPARTMENT OF EDUCATION			
Passed-through from New York State Education Department			
Title I Grants to Local Educational Agencies (LEAs)	84.010	0021184690	$ 447,073
Supporting Effective Instruction State Grant (Title II)	84.367	0147184690	41,045
English Language Acquisition Grants (Title IIIA)	84.365	0293184690	14,168
Student Support and Academic Enrichment Grants (Title IV)	84.424	204194690	29,646
Total U.S. Department of Education			**531,932**
U.S. DEPARTMENT OF AGRICULTURE			
Pass-through New York State Education Department			
Child Nutrition Cluster			
School Breakfast Program (SBP)	10.553	310600860966	35,085
National School Lunch Program (NSLP)	10.555	310600860966	331,009
Total U.S. Department of Agriculture			**366,094**
Total Expenditures of Federal Awards			**$ 898,026**

The accompanying notes are an integral part of this schedule.

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2019

1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of Inwood Academy for Leadership Charter School (a not-for-profit organization) (the "School") under programs of the federal government for the year ended June 30, 2019. 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"). Because this Schedule presents only a selected portion of the operations of the School, it is not intended and does not present the financial position, changes in net assets or cash flows of the School.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers are presented where available and when applicable.

3. SUB-RECIPIENTS

Of the federal expenditures presented in the Schedule, the School provided no federal awards to sub-recipients.

4. INDIRECT COST RATE

The School has a negotiated rate with various federal programs and allocates indirect costs based upon the portion of expenses incurred by the program. The School has not elected to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

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, 2019, 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 28, 2019.

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 an instance of noncompliance that is required to be reported under *Government Auditing Standards* and is described in the accompanying schedule of findings and responses as finding 2019-01.

We noted certain matters that we reported to management of the School in a separate letter dated October 28, 2019.

Inwood Academy for Leadership Charter School's Response to Finding

The School's response to finding 2019-01 identified in our audit is described in the accompanying corrective action plan. The School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

MBAF
CERTIFIED PUBLIC ACCOUNTANTS AND ADVISORS

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 28, 2019

Independent Auditor's Report on Compliance With Major Federal Program and on Internal Control Over Compliance in Accordance with the Uniform Guidance

To the Board of Trustees
Inwood Academy for Leadership Charter School

Report on Compliance for the Major Federal Program

We have audited Inwood Academy for Leadership Charter School's (the "School") compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget ("OMB") Compliance Supplement* that could have a direct and material effect on the School's major federal program for the year ended June 30, 2019. The School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal award applicable to its federal program.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance with the School's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* ("CFR") Part 200, *Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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

Opinion on Each Major Federal Program

In our opinion, Inwood Academy for Leadership Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2019.

Report on Internal Control over Compliance

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

Report on Internal Control over Compliance (Continued)

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

MBAF CPAs, LLC

New York, NY
October 28, 2019

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2019

SECTION I – SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued on whether the financial statements were prepared in accordance with U.S. GAAP:	Unmodified			
Internal control over financial reporting:				
Material weakness (es) identified?	Yes	_____	No	__√___
Significant deficiency (ies) identified that are not considered to be material weaknesses?	Yes	_____	None reported	__√___
Noncompliance material to financial statements noted?	Yes	__√___	No	_____

Federal Awards

Type of auditor's report issued on compliance for major program:	Unmodified			
Internal control over major program:				
Material weakness (es) identified?	Yes	_____	No	__√___
Significant deficiency (ies) identified that are not considered to be material weaknesses?	Yes	_____	None reported	__√___
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	Yes	_____	No	__√___

Identification of Major Program:

Name of Federal Program	CFDA Number	Expenditures
Title I Grants to Local Educational Agencies (LEAs)	84.010	$ 447,073

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

Auditee qualified as low-risk auditee: _____Yes ___X___No

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2019

SECTION II – FINANCIAL STATEMENT FINDING

Finding: 2019-01

Criteria and condition: The School is required to be in compliance with the New York State Education Department ("NYSED") requirements. The teacher certification exemption allows charter schools to have up to 15 uncertified teachers. The School had 36 teachers that were uncertified.

Context: NYSED requires the School to have no more than 15 uncertified teachers, with the provision that five of these teachers be teaching math, science, computer science, technology, or career and technical education, with the remaining ten teachers not restricted.

Cause: Inadequate management oversight of NYSED requirements.

Effect: The School can be under additional scrutiny from the New York City Department of Education for not being in compliance with the NYSED requiring teachers to be qualified through certification.

Recommendation: We recommend the School be in compliance with the NYSED teacher qualification requirements.

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None noted.

SECTION IV – VIEWS OF RESPONSIBLE OFFICIALS AND PLANNED CORRECTIVE ACTION

Finding: 2019-01

We acknowledge the finding regarding noncompliance with teacher certification requirements during fiscal year 2019. Inwood Academy for Leadership Charter School actively monitors teacher certification and is committed to achieving compliance. Inwood has implemented initiatives for its teachers to obtain or renew certification. The School intends to increase enforcement of its certification compliance policy, and will consider and implement additional corrective initiatives to achieve compliance.

SCHEDULE OF PRIOR AUDIT FINDINGS
JUNE 30, 2019

FINANCIAL STATEMENT FINDING

Finding: 2018-01

Condition: The School is required to be in compliance with the New York State Education Department ("NYSED") requirements. The teacher certification exemption allows charter schools to have up to 15 uncertified teachers. The School had 19 teachers that were uncertified.

Current Status:

The finding has not been corrected, see Finding No. 2019-01.

Entry 5c Additional Financial Docs

Created: 10/30/2019 • Last updated: 10/31/2019

The additional items listed below should be uploaded if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $750,000; the corrective action plan will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Section Heading

1. Management Letter

https://nysed_cso_reports.fluidreview.com/resp/118970255/8mMIunnVv3/

Explanation for not uploading the Management Letter. (No response)

2. Form 990

(No response)

Explanation for not uploading the Form 990. we filed for extension

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

Explanation for not uploading the Federal Single Audit. included in audit report

4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading the procedure report. n/a

5. Evidence of Required Escrow Account

***Note:* For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is $100,000.**

(No response)

Explanation for not uploading the Escrow evidence. n/a

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

a. The person responsible
b. The date action was taken, or will be taken
c. Description of the action taken
d. Evidence of implementation (if available)

https://nysed_cso_reports.fluidreview.com/resp/118970255/JDKdnGTC4H/

Explanation for not uploading the Corrective Action Plan. (No response)

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

COMMUNICATION WITH THOSE CHARGED WITH GOVERNANCE

OCTOBER 28, 2019

MBAF

CERTIFIED PUBLIC ACCOUNTANTS AND ADVISORS

MBAF
CERTIFIED PUBLIC ACCOUNTANTS AND ADVISORS

October 28, 2019

To the Board of Trustees of
Inwood Academy for Leadership Charter School

We have audited the financial statements of Inwood Academy for Leadership Charter School (the "School") for the year ended June 30, 2019 and are prepared to issue our report thereon dated October 28, 2019. Professional standards require that we provide you with the following information related to our audit. This letter is divided into two sections: 1) required communications from the auditors to those with audit oversight responsibilities and 2) opportunities for strengthening internal controls or enhancing operating efficiency and our related recommendations.

REQUIRED COMMUNICATIONS

A. <u>Our Responsibility under U.S. Generally Accepted Auditing Standards:</u>

As stated in our engagement letter April 9, 2019, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement. As part of our audit, we considered the internal control of Inwood Academy for Leadership Charter School. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control. We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

B. <u>Planned Scope and Timing of the Audit:</u>

We performed the audit according to the planned scope and timing previously communicated to you in our meeting about planning matters in July 2019.

C. <u>Auditor Independence:</u>

We affirm that MBAF CPA's, LLC is independent with respect to Inwood Academy for Leadership Charter School.

D. Qualitative Aspects of Accounting Practices:

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by Inwood Academy for Leadership Charter School are described in Note 2 to the financial statements.

Financial Statement Presentation
During the year ended June 30, 2019, the School adopted Accounting Standards Update 2016-14, Not-for-Profit Entities (Topic 958) – Presentation of Financial Statements of Not-for-Profit Entities. The update amends the current reporting model for not-for-profit organizations and enhances their required disclosures. The major changes include, but are not limited to: (a) requiring the presentation of two classes of net assets now titled "net assets without donor restrictions" and "net assets with donor restrictions," (b) modifying the presentation of underwater endowment funds and related disclosures, (c) requiring the use of the placed in service approach to recognize the expirations on gifts used to acquire or construct long-lived assets absent explicit donor restrictions otherwise, (d) requiring the presentation of an analysis of expenses by function and nature, (e) requiring the disclosure of information regarding liquidity and availability of resources, and (f) presenting investment return net of external and direct internal investment expenses. In addition, the update removes the requirement that statements of cash flows using the direct method also present a reconciliation consistent with the indirect method. The School has applied the update retrospectively to all periods presented and adjusted the presentation of these financial statements accordingly. As a result, the School reclassified amounts formerly classified as unrestricted net assets to net assets without donor restrictions. The adoption of this update had no other material effect on the School's financial position and changes in net assets. In addition, the School has elected to continue to present a reconciliation in the statement of cash flows consistent with the indirect method.

Contributions
During the year ended June 30, 2019, the School adopted Accounting Standards Update 2018-08, Not-for-Profit Entities (Topic 958) – Clarifying the Scope and Accounting Guidance for Contributions Received and Contributions Made. The update provides guidance in evaluating whether transactions should be accounted for as contributions or as exchange transactions and determining whether a contribution is conditional or not. The adoption of this update had no effect on School's financial position and changes in net assets.

Revenue Recognition
During the year ended June 30, 2019, the School adopted Accounting Standards Update 2014-09, Revenue from Contracts with Customers (Topic 606). The update outlines a single comprehensive model for entities to use in accounting for revenue arising from contracts with customers and supersedes most current recognition guidance, including industry-specific guidance. The core principle of the revenue recognition standard is that an entity recognizes revenue to depict the transfer of goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. The adoption of this update had no effect on School's financial position and changes in net assets.

We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

E. Accounting Estimates Used in the Financial Statements:

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

Allowance for Doubtful Accounts:
As of June 30, 2019, Inwood Academy for Leadership Charter School recorded grant and other receivables of $191,445. Management concluded that no allowance for doubtful accounts was necessary. Management calculated based on the assessment of the credit-worthiness of the School's donors, the aged basis of the receivables, as well as economic conditions and historical information. Based on our audit procedures, we concur with management's conclusion.

Depreciation:
Management's estimate of depreciation is based on estimated useful lives of assets. We evaluated the estimated useful lives of the assets in comparison to generally accepted accounting principles in determining that it is reasonable in relation to the financial statements taken as a whole.

Functional Statement Allocation:
Management's estimate of the allocation of functional expenses is directly identified with the program or supporting service to which they relate. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole.

F. Sensitive Disclosures Affecting the Financial Statements:
The disclosures in the financial statements are neutral, consistent, and clear. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure(s) affecting the financial statements were:

The disclosure of Risk Management in Note 9 to the financial statements which describes various risks to which the School is exposed.

G. Corrected and Uncorrected Misstatements:

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Except as made known to you, management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and uncorrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole. We will identify those adjustments proposed both corrected and uncorrected:

Proposed and Corrected:

There were five audit adjustments given by the School, which increased net assets by approximately $115,000.

In the prior year, there were four audit adjustments given by the School, which decreased net assets by approximately $30,000.

Proposed and Uncorrected:

There were no entries that were proposed and uncorrected due to immateriality.

H. Audit Difficulties and Disagreements with Management:

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report.

We are pleased to report that no such disagreements arose during the course of our audit.

I. Management Representations:

We have requested certain representations from management that are included in the management representation letter dated October 28, 2019.

J. Management Consultations with Other Independent Accountants:

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

K. Other Audit Findings or Issues:

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

MBAF
CERTIFIED PUBLIC ACCOUNTANTS AND ADVISORS

OPPORTUNITIES FOR STRENGTHENING INTERNAL CONTROLS OR ENHANCING OPERATING EFFICIENCY

Compliance Testing (Certifications):

We noted that the School did not meet the requirement of certification for 36 teachers during our preliminary payroll testing. NYSED requires the School to have a maximum of 15 uncertified teachers provided that five of these teachers are teaching math, science, computer science, technology, or career and technical education, with the remaining ten teachers not restricted. The School can be under additional scrutiny from the New York City Department of Education for not being in compliance with the NYSED requiring teachers to be qualified through certification. We recommended for the School to be in compliance with the NYSED teacher qualification requirements.

Property, Plant and Equipment Testing:

Our testing of property plant and equipment revealed a capitalization policy of $1,000 which leads to a larger number of inconsequential items being capitalized. We recommend that the School consider raising the threshold between $3,000 to $5,000. We also found that assets were being capitalized according to invoice amounts. We recommend that the determination to expense or capitalize assets be done by individual items, not by invoice.

We wish to thank management and personnel for their support and assistance during our audit. We would be pleased to further discuss the contents of this report with you at your convenience.

This information is intended solely for the use of the Board of Trustees, finance committee and management of Inwood Academy for Leadership Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

MBAF CPAs, LLC

MBAF CPA's, LLC

Entry 5d Financial Services Contact Information

Last updated: 07/24/2019

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOLSection Heading

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Jenny Pichardo	[redacted]	

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Marc Taub	[redacted]		7

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
	Charter School Business Management	Collin Raymond	[redacted]			5

New York State Education Department

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

2019-20 Budget & Cash Flow Template

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

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

Inwood Academy for Leadership Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2019 to June 30, 2020

Please Note The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	13,243,552	5,532,476	-	263,376	1,629,338	20,668,741
Total Expenses	13,492,137	3,165,045	-	196,151	1,307,084	18,160,417
Net Income	(248,585)	2,367,430	-	67,224	322,253	2,508,323
Actual Student Enrollment	740	175				-
Total Paid Student Enrollment	-	-				-

		PROGRAM SERVICES REGULAR EDUCATION	PROGRAM SERVICES SPECIAL EDUCATION	PROGRAM SERVICES OTHER	SUPPORT SERVICES FUNDRAISING	SUPPORT SERVICES MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
District of Location	*$16,150.00*	10,685,959	2,510,125	-	221,659	1,359,507	14,777,250
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		10,685,959	**2,510,125**		**221,659**	**1,359,507**	**14,777,250**
Special Education Revenue		-	2,250,003	-	-	-	2,250,003
Grants							
Stimulus		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other State Revenue		1,626,491	382,062	-	31,963	207,141	2,247,657
TOTAL REVENUE FROM STATE SOURCES		**12,312,450**	**5,142,190**		**253,622**	**1,566,648**	**19,274,910**
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	169,083	-	-	-	169,083
Title I		287,001	67,416	-	6,094	39,489	400,000
Title Funding - Other		69,568	18,829	-	1,485	9,107	98,989
School Food Service (Free Lunch)		254,995	59,898	-	-	-	314,893
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other Federal Revenue		55,159	12,957	-	-	-	68,116
TOTAL REVENUE FROM FEDERAL SOURCES		**666,723**	**328,184**		**7,578**	**48,596**	**1,051,081**
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		102,423	24,059	-	2,175	14,093	142,750
Erate Reimbursement		-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	-	-
Other Local Revenue		161,957	38,043	-	-	-	200,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		**264,379**	**62,103**		**2,175**	**14,093**	**342,750**
TOTAL REVENUE		**13,243,552**	**5,532,476**		**263,376**	**1,629,338**	**20,668,741**
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	3.00	363,533	85,394	-	26,408	52,815	528,150
Instructional Management	18.00	1,336,711	313,992	-	-	-	1,650,703
Deans, Directors & Coordinators	8.00	419,789	98,608	-	91,068	45,534	655,000
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-

Inwood Academy for Leadership Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2019 to June 30, 2020

Please Note The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	13,243,552	5,532,476	-	263,376	1,629,338	20,668,741
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Net Income	(248,585)	2,367,430	-	67,224	322,253	2,508,323
Actual Student Enrollment	740	175				-
Total Paid Student Enrollment	-	-				-

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Administrative Staff	9.00	20,857	4,899	-	-	489,369	515,125
TOTAL ADMINISTRATIVE STAFF	38	2,140,890	502,894		117,476	587,718	3,348,977
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	37.00	2,059,679	483,817	-	-	-	2,543,496
Teachers - SPED	28.00	1,470,944	345,524	-	-	-	1,816,468
Substitute Teachers	7.00	158,412	37,211	-	-	-	195,623
Teaching Assistants	12.00	389,822	91,569	-	-	-	481,391
Specialty Teachers	12.00	656,543	154,222	-	-	-	810,765
Aides	-	-	-	-	-	-	-
Therapists & Counselors	12.00	657,376	154,417	-	-	-	811,793
Other	1.00	395,650	92,938	-	57,304	57,304	603,195
TOTAL INSTRUCTIONAL	109	5,788,426	1,359,697		57,304	57,304	7,262,731
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	4.00	-	-	-	-	168,000	168,000
Security	-	-	-	-	-	-	-
Other	5.00	-	-	-	-	170,000	170,000
TOTAL NON-INSTRUCTIONAL	9					338,000	338,000
SUBTOTAL PERSONNEL SERVICE COSTS	156	7,929,316	1,862,591		174,779	983,021	10,949,708
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		665,016	156,212	-	-	-	821,228
Fringe / Employee Benefits		798,020	187,454	-	-	-	985,474
Retirement / Pension		136,255	32,006	-	-	-	168,262
TOTAL PAYROLL TAXES AND BENEFITS		1,599,291	375,672				1,974,964
TOTAL PERSONNEL SERVICE COSTS		9,528,608	2,238,264		174,779	983,021	12,924,672
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	100,000	100,000
Legal		-	-	-	-	15,000	15,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		340,590	79,410	-	-	-	420,000
Payroll Services		28,383	6,617	-	-	-	35,000
Special Ed Services		-	-	-	-	-	-
Titlement Services (i e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		24,328	5,672	-	-	-	30,000
TOTAL CONTRACTED SERVICES		393,301	91,699			115,000	600,000
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	20,000	20,000
Classroom / Teaching Supplies & Materials		185,122	43,485	-	-	-	228,607
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-

Inwood Academy for Leadership Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2019 to June 30, 2020

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Net Income	(248,585)	2,367,430	-	67,224	322,253	2,508,323
Actual Student Enrollment	740	175				-
Total Paid Student Enrollment	-	-				-

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Supplies & Materials other	80,160	18,829	-	-	-	98,989
Equipment / Furniture	152,239	35,761	-	-	-	188,000
Telephone	17,653	4,147	-	-	-	21,800
Technology	336,941	78,559	-	-	-	415,500
Student Testing & Assessment	48,587	11,413	-	-	-	60,000
Field Trips	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-
Student Services - other	335,655	78,845	-	-	-	414,500
Office Expense	-	-	-	-	111,000	111,000
Staff Development	157,908	37,092	-	-	-	195,000
Staff Recruitment	51,089	11,911	-	-	-	63,000
Student Recruitment / Marketing	36,492	8,508	-	-	-	45,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	10,000	-	10,000
Other	21,864	5,136	-	-	3,000	30,000
TOTAL SCHOOL OPERATIONS	**1,423,709**	**333,687**		**10,000**	**134,000**	**1,901,396**
FACILITY OPERATION & MAINTENANCE						
Insurance	66,780	15,570	-	-	-	82,350
Janitorial	227,060	52,940	-	-	-	280,000
Building and Land Rent / Lease	1,312,083	305,917	-	-	-	1,618,000
Repairs & Maintenance	7,185	1,675	-	152	987	10,000
Equipment / Furniture	2,874	670	-	61	395	4,000
Security	143,332	33,668	-	3,000	20,000	200,000
Utilities	207,831	48,819	-	4,350	29,000	290,000
TOTAL FACILITY OPERATION & MAINTENANCE	**1,967,144**	**459,260**		**7,563**	**50,382**	**2,484,349**
DEPRECIATION & AMORTIZATION	179,376	42,135	-	3,808	24,681	250,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	**13,492,137**	**3,165,045**		**196,151**	**1,307,084**	**18,160,417**
NET INCOME	**(248,585)**	**2,367,430**	**-**	**67,224**	**322,253**	**2,508,323**

ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	740	175	915
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	**740**	**175**	**915**
REVENUE PER PUPIL	17,897	31,614	-
EXPENSES PER PUPIL	18,233	18,086	-

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Enrollment: GenEd 915 @ FY20 rate $16,150
SpEd @ 175 students
NYSTL, NYSSL, NYSLIBL, facilities funding
Based on students in >60% category
Based on enrollment
Title I, II, IV funding
School food reimbursement
Contributions
In-Kind
List exact titles and staff FTE"s (Full time eqiuilivalent)
CEO, CFO/COO, CDO
Principals, Asst. Principals, Deans, Directors
Dir Ops, Talent Mgt., Dir FACE, Dir Develpoment, Dir Athletics

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Operations Associates, HR, Ops Manager, Fiscal Manager, Ops Support
Teachers
SpEd/AIS teachers
Permanent subs
Apprentice teachers
Electives
Social workers, counselors, behavior intervention, speech therapist
stipends, bonuses, misc. staff
Custodians
Kitchen Staff
Taxes
Benefits
401k match + fees
Annual audit, financial management consultant
Legal
Food services/caterer
Payroll fees
consultants
Board expenses
Supplies, NYSTL/NYSSL/NYSLIB

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Athletic equipment, office equipment
Phone
Student software, internet, technology services & supplies
Testing & Assessment
Parent council/outreach, school culture, student incentives, senior activities,
Supplies, postage, printing, student/nurse supplies
Professional Development, tuition reimbursements
Recruitment
Recruitment
Fundraising software
Bank fees, dues/memberships
Insurance
Janitorial services
Rent
repairs and maintenance
equipment
security services
utilities
Depreciation

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name: Elyssa Siminerio

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): Inwood Academy for Leadership Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   Board Secretary

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

   ____**Yes** _X_**No**

   If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank. None			

5. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				

Please write "None" if applicable. Do not leave this space blank.

Signature 7/16/19 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Jason Craige Harris

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Inwood Academy for Leadership

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   trustee; member of Academic Committee

2. Are you an employee of any school operated by the education corporation?

   ____**Yes** ✓ **No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

   ____**Yes** ✓ **No**

   If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank.			

5. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank.				

Signature

6-22-2019

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

BENJAMIN WILSON

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

INWOOD ACADEMY FOR LEADERSHIP

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   BOARD, TREASURER

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** ✓ **No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

   ____**Yes** ✓ **No**

   If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank.			

5. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank.				

Signature 6/22/19 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name: Jhoselyn Almonte

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):
Inwood Academy for Leadership.

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   Parent Representative

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** ✓ **No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

   ____**Yes** ✓ **No**

   If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank.	None		

5. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank.				
		None		

Signature

06/22/2019
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name: Maxwell Rosenthal

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): Fenwood Academy of Leadership

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   Board member / trustee

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** ✓**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

   ____**Yes** ✓**No**

   If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank. Null			

5. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Null

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank.				

Signature 6/22/19 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Jay Patrick

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Inwood Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   Vice President

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** X **No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

   ____**Yes** X **No**

   If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank.	None		

5. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank. None				

Signature _____ Date 6/22/2019

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Tomas Armonta

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

_____

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   Chairman

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** ✓ **No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

   ____**Yes** ✓ **No**

   If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank. N/A			

5. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank. n/a				

TGlus 6/22/19

Signature Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Kathleen Smith

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Inwood Academy of Leadership

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   Academic Committee chair

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** X **No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

   ____**Yes** ____**No**

   If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None *Please write "None" if applicable. Do not leave this space blank.*			

5. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Center for Supportive Schools	consult for them in data + instruction work	$40,000	N/A	focus of work is very distinct – there is no conflict in contracts/work product

Please write "None" if applicable. Do not leave this space blank.

Kathleen Smith
Signature

6/22/2019
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Entry 8 BOT Table

Last updated: 07/24/2019

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.

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
1	Tomas Almonte [redacted]	Chair	Finance/Facilities, Execuvite	Yes	4	07/01/2019	06/30/2019	9
2	Jay Patrick [redacted]	Vice Chair	Fundraising, Executive	Yes	3	07/01/2019	06/30/2019	11
3	Benjamin Wilson [redacted]	Treasurer	Finance/Facilities, Executive	Yes	1	07/01/2019	06/30/2019	8
4	Elyssa Siminerio [redacted]	Secretary	Academic, Fundraising, Executive	Yes	8	07/01/2019	06/30/2019	10
5	Jason Craige Harris [redacted]	Trustee/Member	Academic, Executive	Yes	1	07/01/2019	06/30/2019	9
	Christina Reyes		Finance/F					

6	[redacted]	Trustee/Member	acilities, Fundraising	No	10	07/01/2019	06/30/2019	12
7	Brooke Girley [redacted]	Trustee/Member	Executive	Yes		07/01/2019	06/30/2019	9
8	Kathleen Smith [redacted]	Trustee/Member	Academic, Executive	Yes		07/01/2019	06/30/2019	7
9	Maxwell Rosenthal [redacted]	Trustee/Member	Trustee/Member	Yes		07/01/2019	06/30/2019	5 or less

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

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
10	Jhoselyn Almonte [redacted]	Trustee/Member	executive committee	Yes		07/01/2019	06/30/2019	5 or less
11								
12								
13								
14								
15								

1c. Are there more that 15 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, 2019	10
b.Total Number of Members Added During 2018 19	4
c. Total Number of Members who Departed during 2018 19	1
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	8

3. Number of Board meetings held during 2018-19	12
4. Number of Board meetings scheduled for 2019-20	12

Thank you.

Entry 9 - Board Meeting Minutes

Last updated: 07/24/2019

Instructions for submitting minutes of the BOT monthly meetings

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2018 June 2019, which should match the number of meetings held during the 2018 19 school year.

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2018-19 school year, on the charter school's website?	Yes
A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2018-19 school year.	https://inwoodacademy.org/about/team/board/

Entry 10 Enrollment and Retention of Special Populations

Created: 07/24/2019 • Last updated: 08/01/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, 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 2019 20.

INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOLSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	Web: IAL website pointed people to NYC Charter Center's Common Application which is available in multiple languages, advertise on our website and social media outlets Direct Mail: IAL will sent a bilingual (English/Spanish) package to Vanguard to advertise to rising 5th and 9th grade families ONLY. Packages were sent to District 6 in Manhattan and zip code 10463. Door to Door: IAL has created a role for an IAL Ambassador whose responsible for handing out over 5,000 application packages throughout the academic year. NYCHA housing was a priority, in the Washington Heights, Inwood, Kingsbridge and University Heights sections to focus on areas of high needs such as student eligible for Free and Reduced priced lunch, ELL and SPED population.	Web: IAL website pointed people to NYC Charter Center's Common Application which is available in multiple languages, advertise on our website and social media outlets Direct Mail: IAL will sent a bilingual (English/Spanish) package to Vanguard to advertise to rising 5th and 9th grade families ONLY. Packages were sent to District 6 in Manhattan and zip code 10463. Door to Door: IAL has created a role for an IAL Ambassador whose responsible for handing out over 5,000 application packages throughout the academic year. NYCHA housing was a priority, in the Washington Heights, Inwood, Kingsbridge and University Heights sections to focus on areas of high needs such as student eligible for Free and Reduced priced lunch, ELL and SPED population.
English	Web: IAL website pointed people to NYC Charter Center's Common Application which is available in multiple languages, advertise on our website and social media outlets Direct Mail: IAL will sent a bilingual (English/Spanish) package to Vanguard to	Web: IAL website pointed people to NYC Charter Center's Common Application which is available in multiple languages, advertise on our website and social media outlets Direct Mail: IAL will sent a bilingual (English/Spanish) package to Vanguard to

Language Learners/Multilingual Learners	advertise to rising 5th and 9th grade families ONLY. Packages were sent to District 6 in Manhattan and zip code 10463. Door to Door: IAL has created a role for an IAL Ambassador whose responsible for handing out over 5,000 application packages throughout the academic year. NYCHA housing was a priority, in the Washington Heights, Inwood, Kingsbridge and University Heights sections to focus on areas of high needs such as student eligible for Free and Reduced priced lunch, ELL and SPED population.	advertise to rising 5th and 9th grade families ONLY. Packages were sent to District 6 in Manhattan and zip code 10463. Door to Door: IAL has created a role for an IAL Ambassador whose responsible for handing out over 5,000 application packages throughout the academic year. NYCHA housing was a priority, in the Washington Heights, Inwood, Kingsbridge and University Heights sections to focus on areas of high needs such as student eligible for Free and Reduced priced lunch, ELL and SPED population.
Students with Disabilities	Web: IAL website pointed people to NYC Charter Center’s Common Application which is available in multiple languages, advertise on our website and social media outlets Direct Mail: IAL will sent a bilingual (English/Spanish) package to Vanguard to advertise to rising 5th and 9th grade families ONLY. Packages were sent to District 6 in Manhattan and zip code 10463. Door to Door: IAL has created a role for an IAL Ambassador whose responsible for handing out over 5,000 application packages throughout the academic year. NYCHA housing was a priority, in the Washington Heights, Inwood, Kingsbridge and University Heights sections to focus on areas of high needs such as student eligible for Free and Reduced priced lunch, ELL and SPED population.	Web: IAL website pointed people to NYC Charter Center’s Common Application which is available in multiple languages, advertise on our website and social media outlets Direct Mail: IAL will sent a bilingual (English/Spanish) package to Vanguard to advertise to rising 5th and 9th grade families ONLY. Packages were sent to District 6 in Manhattan and zip code 10463. Door to Door: IAL has created a role for an IAL Ambassador whose responsible for handing out over 5,000 application packages throughout the academic year. NYCHA housing was a priority, in the Washington Heights, Inwood, Kingsbridge and University Heights sections to focus on areas of high needs such as student eligible for Free and Reduced priced lunch, ELL and SPED population.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	As soon as we hear of a parent or student inquiring/seeking to transfer we schedule a Family meeting to include the Principal, Director of Family and Community Engagement, A.P, Directors of Academic Intervention Services, Counselor, Social Worker and Dean to ensure that we address any concerns or needs. Results of the meeting lead to the Family and Student deciding to continue at Inwood Academy for Leadership.	As soon as we hear of a parent or student inquiring/seeking to transfer we schedule a Family meeting to include the Principal, Director of Family and Community Engagement, A.P, Directors of Academic Intervention Services, Counselor, Social Worker and Dean to ensure that we address any concerns or needs. Results of the meeting lead to the Family and Student deciding to continue at Inwood Academy for Leadership.
English Language Learners/Multilingual Learners	As soon as we hear of a parent or student inquiring/seeking to transfer we schedule a Family meeting to include the Principal, Director of Family and Community Engagement, A.P, Directors of Academic Intervention Services, Counselor, Social Worker and Dean to ensure that we address any concerns or needs. Results of the meeting lead to the Family and Student deciding to continue at Inwood Academy for Leadership.	As soon as we hear of a parent or student inquiring/seeking to transfer we schedule a Family meeting to include the Principal, Director of Family and Community Engagement, A.P, Directors of Academic Intervention Services, Counselor, Social Worker and Dean to ensure that we address any concerns or needs. Results of the meeting lead to the Family and Student deciding to continue at Inwood Academy for Leadership.
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Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/25/2019 • Last updated: 08/01/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/3019
	66	17	16	3	68

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	23	2	2	1	24

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. 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.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Yes

Thank you

Entry 12 Uncertified Teachers

Created: 07/25/2019 • Last updated: 08/01/2019

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.

	FTE Count
1. Total FTE count of uncertified teachers (6 30 19)	30
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6 30 19)	25
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6 30 19)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6 30 19)	1
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6 30 19)	2
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6 30 19)	2

FTE Count of All Uncertified Teachers as of 6/30/19 30

FTE Count of All Certified Teachers as of 6/30/19 30

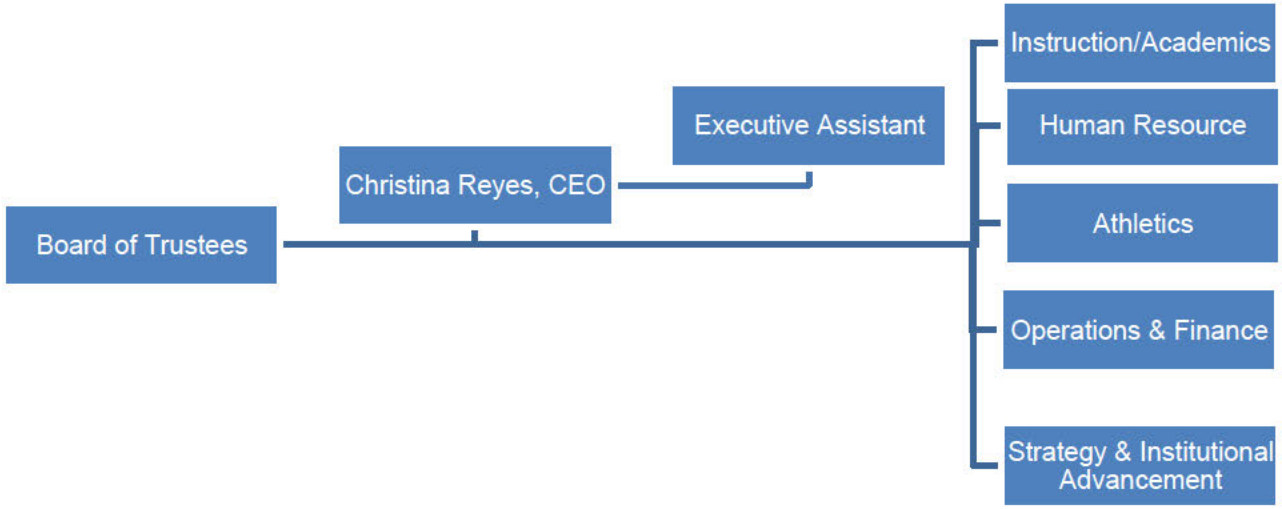
Thank you.

Inwood Academy
For Leadership Charter School

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

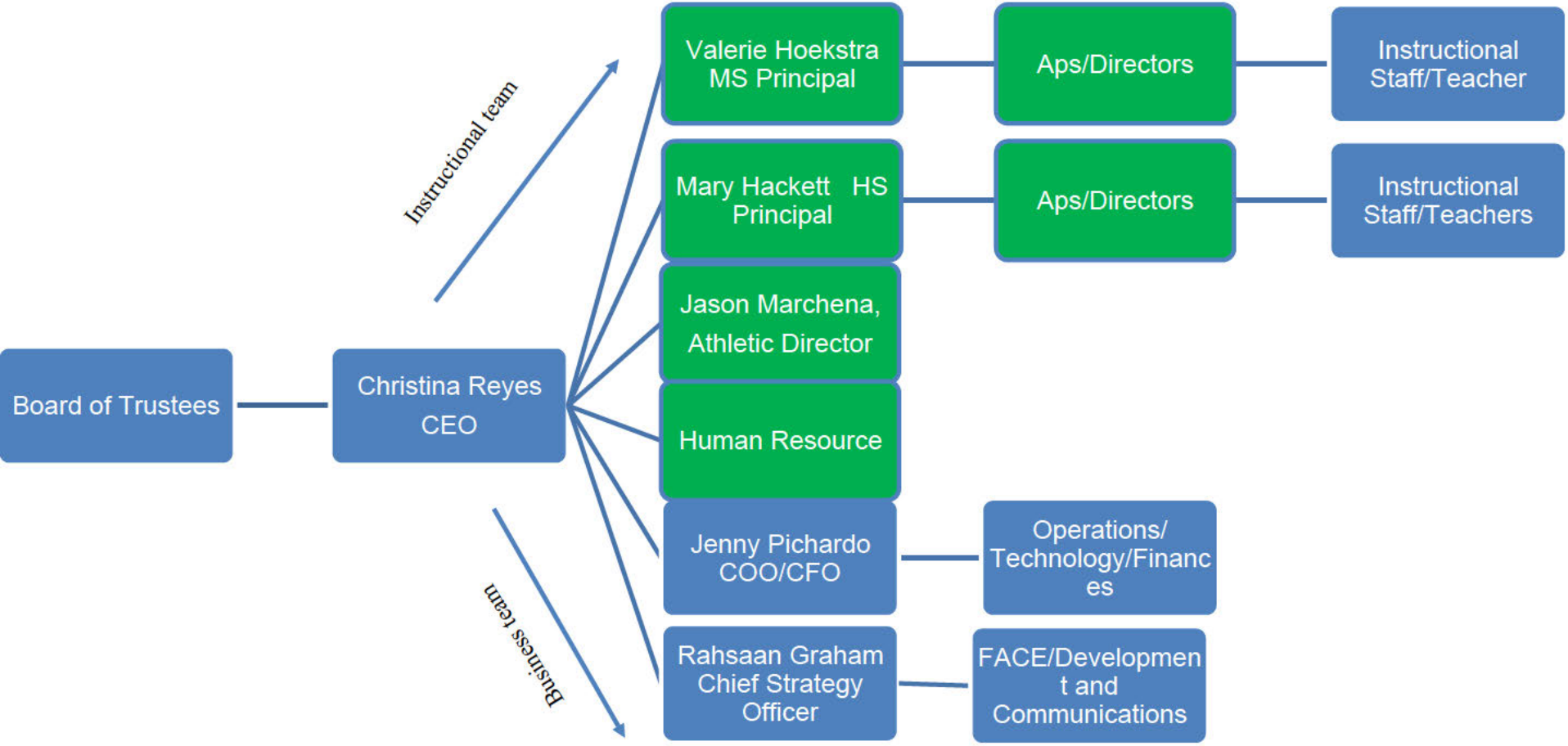
Organizational Chart
2018 - 2019

Inwood Academy
For Leadership Charter School



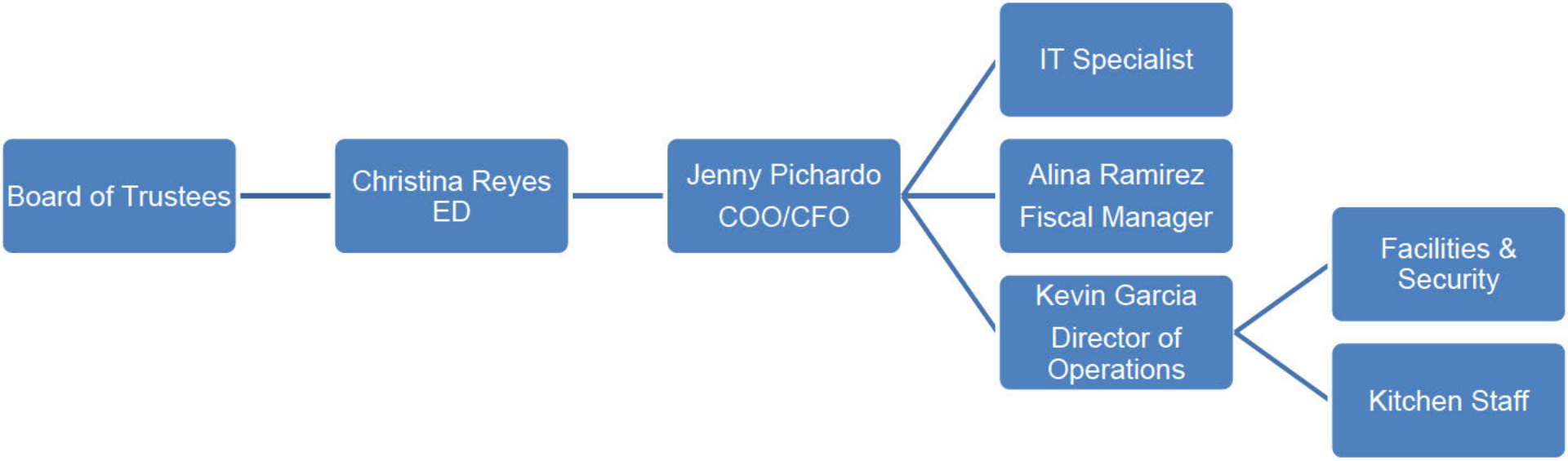
Leadership Organizational Chart 2018 - 2019

Inwood Academy
For Leadership Charter School



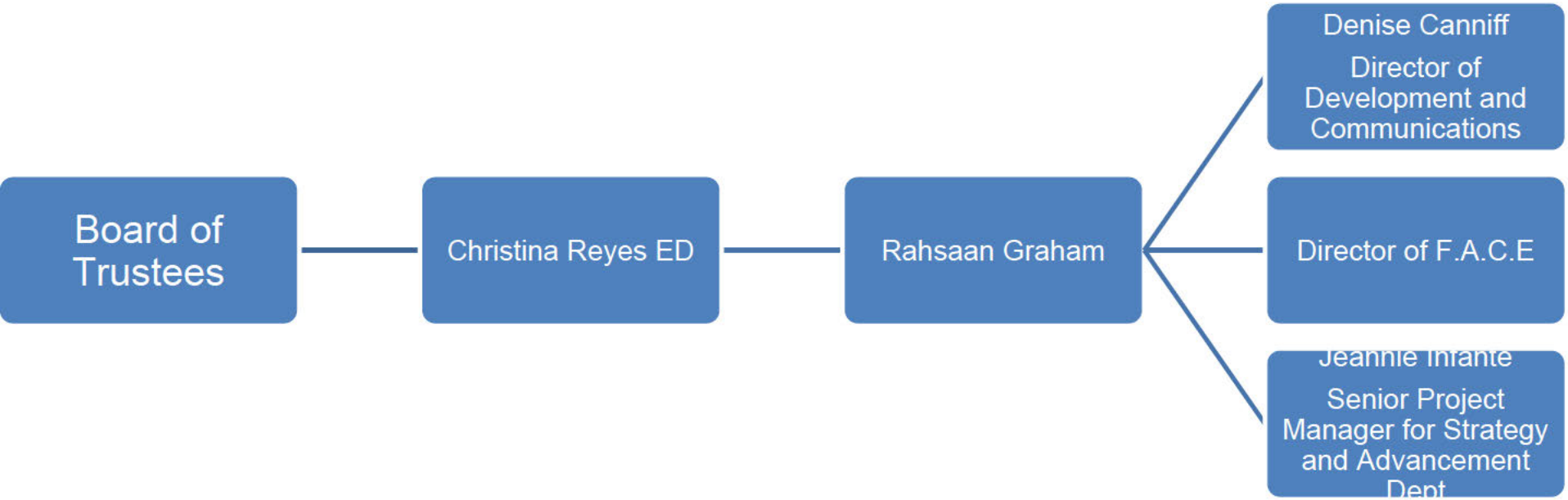
Operations Organizational Chart
2018 - 2019

Inwood Academy
For Leadership Charter School



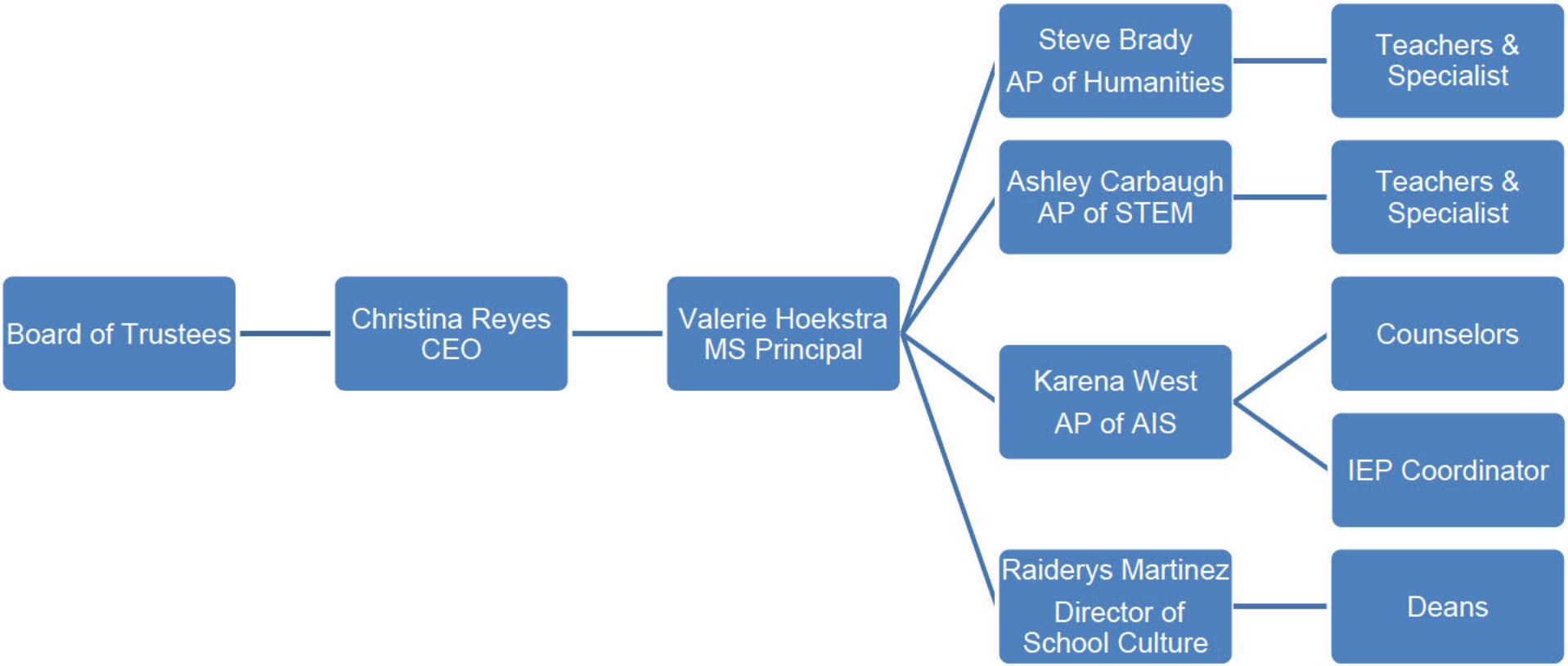
Strategy and Advancement Organizational Chart 2018 - 2019

Inwood Academy
For Leadership Charter School



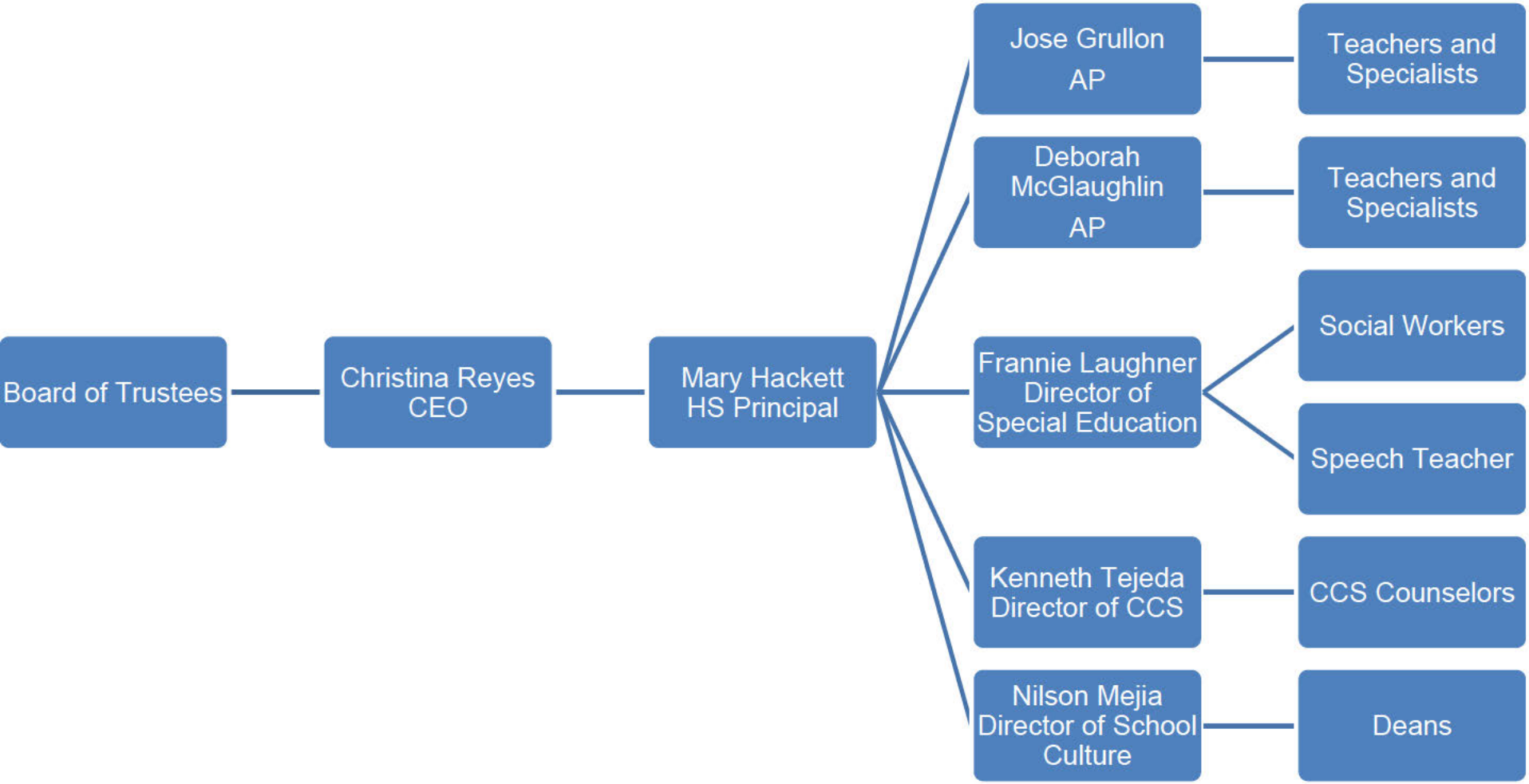
Middle School Organizational Chart
2018 - 2019

Inwood Academy
For Leadership Charter School



High School Organizational Chart
2018 - 2019

Inwood Academy
For Leadership Charter School



Inwood Academy For Leadership

2019-2020
HIGH SCHOOL PARENT CALENDAR

Honesty, Integrity, Responsibility, Caring and Restraint

185 days

August 13-14	Summer Regent Exams
August 21	Together We Can Dinner (A Night for Parents)
August 22	HS Parent New Facility Walkthrough @ 6pm
August 26	High School Week Orientation
August 26, 27	10th Grade Orientation
August 28	11th Grade Orientation (9AM TO 12PM)
August 28	12th Grade Orientation (12PM TO 3PM)
August 29-30	9th Grade Orientation
August 29	High School Expectations Night (New Parent Orientation)
	Senior Parent Meeting/Building Tour
September 2	Labor Day (School Closed)
September 3	First Full Day for all Grade 9-12
September 4	High School Athletics Meeting @ 5:00 PM (HS Cafeteria)
September 18	High School Open House 6PM-7:30PM (Parents follow student schedule)
September 25	Family Council Meeting @ 6pm
September 25	Professional Development, Progress Report 1 - (No School for Students)
October 11 - 14	Fall Break (School Closed)
October 16	Family Council Meeting @ 6pm
October 21-25	Homecoming Week
October 25	HS Dance @ MS Gym 6pm
October 29	HS Student Leadership Day
October 30	Professional Development, Progress Report 2 - (No School for Students)
November 11	Veterans Day (School Closed)
November 13	Family Council Meeting @ 6pm
November 20	Professional Development, Progress Report 3 - (No School for Students)
November 27-29	Thanksgiving Break (School Closed)
December 6	Parent Teacher Conference
December 13	HS Winter Arts Night
December 18	Family Council Meeting @ 6pm
December 20	Half Day-12pm dismissal and Pajama Day
December 23- Jan 3	Winter Break (School Closed)
January 6	School Resumes
January 6-10	Alumni Week
January 11	Alumni Day
January 13-17	Regents Study Week for 12th Grade
January 15	Professional Development, Progress Report 3 - (No School for Students)
January 15	Family Council Meeting @ 6pm
January 20	Martin Luther King Day (School Closed)
January 21-24	Regents Week - Adjusted Schedule
January 24	Advocacy Day

Inwood Academy For Leadership

2019-2020
HIGH SCHOOL PARENT CALENDAR

Honesty, Integrity, Responsibility, Caring and Restraint

January 29	HS Open House @ 5pm (New Families)
February 5	Family Council Meeting @ 6pm
February 12	Professional Development, Progress Report 1 Spring - (No School for Students)
February 12	HS Open House @ 5pm (New Families)
February 14	HS Dance @ MS Gym @ 6pm
February 17-21	Mid-Winter Recess (School Closed)
February 27	Film Night and Panel (Black History Month @ 6pm)
March 6	10th Grade PSAT, 10th Grade Students Only
March 11	Family Council Meeting @ 6pm
March 13	Parent Teacher Conference (No School for Students)
March 18	HS Open House Dates @ 5pm
March 26	Film Night/Panel @ (Women's Month @ 6pm)
March 30- April 3	Spring Break (School Closed)
April 6	IALCS Lottery @ 4pm
April 10	Good Friday (School Closed)
April 15th	HS Career Day
April 22	Professional Development, Progress Report 2 Spring - (No School for Students)
April 27-29	HS Play Rehearsal & Setup @ MS Gym 4pm to 9pm
April 30	HS Play @ MS Gym 6pm
May 1	Senior Decision Day
May 8	Student Leadership/Service Day
May 13	Family Council Meeting/Senior Parent Celebration Dinner @ 6pm
May 13	Professional Development, Progress Report 3 Spring - (No School for Students)
May 16	International Day of the Girl
May 20	Spring Arts Night
May 22 - 25	Memorial Day Break (School Closed)
May 29	Last official day of Senior Classes
June 1	Adjusted Schedule for Graduating Seniors
June 1-5	Week of service
June 4	Academic Ceremony
June 6	Senior and Alumni Networking event @ 12pm
June 6	Hike the Heights
June 8-9	Senior Trip
June 10	Professional Development (No School for Students)
June 10	HS Athletic Celebration @ 5PM (MS Gym)
June 11	Last Day of Class (9-11)
June 11	Senior Prom
June 12,15-16	Regent Study Sessions Adjusted Schedule
June 15- 25	Regents Week
June 25	12th Grade Graduation @ 6pm

Inwood Academy For Leadership

2019-2020
MIDDLE SCHOOL PARENT CALENDAR

Honesty, Integrity, Responsibility, Caring and Restraint

185 days

EVERY WEDNESDAY WILL BE EARLY DISMISSAL 1PM – PROFESSIONAL DEVELOPMENT

August 21st	Together We Can Dinner (A Night for Parents)
August 26	Middle School Orientation Week (9am to 12pm)
August 26	AIMsWeb Test (New Students grades 5-8)
August 27	8th Grade Orientation
August 28	7th Grade Orientation
August 29	6th Grade Orientation
August 30	5th Grade Orientation (9am to 12pm)
	New Parent Orientation (9am to 11:00am)
September 2	Labor Day (School Closed)
September 3	5th to 8th Grade Report 8:00am
September 4	1pm Student Dismissal
September 9	First day of Enrichment
September 5-13	AIMsWeb 1 Testing
September 11	All School Expectations Night @ 5:30PM
	MS Parents Tour of New High School Facility @ 4:30PM
September 11	1pm Student Dismissal
September 18	1pm Student Dismissal
September 25	Family Council Meeting @ 6pm
September 25	1pm Student Dismissal
October 2	1pm Student Dismissal
	MS Athletic Parent Meeting @ 6pm
October 9	1pm Student Dismissal
October 11-14	Fall Break (School Closed)
October 11	International Day of the Girl
October 16	1pm Student Dismissal
October 16	Family Council Election & Meeting @ 6pm
October 23	1pm Student Dismissal
October 29	Student Leadership Day
October 30	1pm Student Dismissal
November 6	1pm Student Dismissal
November 11	Veterans Day (School Closed)
November 12	MS Picture Day
November 13	1pm Student Dismissal
November 13	Family Council Meeting @ 6pm

Inwood Academy For Leadership

2019-2020
MIDDLE SCHOOL PARENT CALENDAR

Honesty, Integrity, Responsibility, Caring and Restraint

November 20	1pm Student Dismissal
November 25-26	ELA and Math Benchmark 1
November 27-29	Thanksgiving Break (School Closed)
December 4	1pm Student Dismissal
December 6	Parent Teacher Conference (No School for Students)
December 7	NYCUDL Debate Tournament @IALMS
December 11	1pm Student Dismissal
December 18	Family Council Meeting @ 6pm
December 18	1pm Student Dismissal
December 20	Half Day 12pm dismissal and Pajama Day
December 23- Jan 3	Winter Break (School Closed)
January 6	School Resumes
January 8	1pm Student Dismissal
January 15	1pm Student Dismissal
January 15	Family Council Meeting @ 6pm
January 20	Martin Luther King Day (School Closed)
January 22	1pm Student Dismissal
January 24	Advocacy Day
January 29	MS Open House @ 8:45am (NEW FAMILIES)
January 29	1pm Student Dismissal
January 31	MS Winter Carnival
February 3-4	ELA Interim
February 5	1pm Student Dismissal
February 5	Family Council Meeting @ 6pm
February 12	1pm Student Dismissal
February 12	MS Open House @ 8:45am (NEW FAMILIES)
February 17-21	Mid-Winter Recess (School Closed)
February 26	1pm Student Dismissal
February 27	Film Night/Panel (Black History Month @ 6pm)
March 4	1pm Student Dismissal
March 7	ELA Saturday School 1
March 9-10	Math Interim
March 11	Family Council Meeting @ 6pm
March 12	1pm Student Dismissal
March 13	Parent Teacher Conference (No School for Students)
March 14	ELA Saturday School 2
March 18	MS Open House @ 8:45am (NEW FAMILIES)
March 18	Science Fair
March 18	1pm Student Dismissal
March 21	ELA Saturday School 3

Inwood Academy For Leadership

2019-2020
MIDDLE SCHOOL PARENT CALENDAR

Honesty, Integrity, Responsibility, Caring and Restraint

March 25-27	ELA State Exam 1pm Dismissal
March 25	1pm Student Dismissal
March 26	Film Night/Panel @ (Women's Month @ 6pm)
March 30- April 3	Spring Break (School Closed)
April 6	School Resumes
April 6	IALCS Lottery @ 4pm
April 10	Good Friday (School Closed)
April 8	1pm Student Dismissal
April 15	1pm Student Dismissal
April 15	Math Saturday School
April 15	National Junior Honor Society Induction @ 6pm
April 18	Math Saturday School
April 22-23	Math State Exam 1:00pm dismissal
April 22	Mock Algebra Regents
April 23	Mock Science Practical
April 22	1pm Student Dismissal
April 24	6 & 7 grade Spring Dance
May 6-17	NYSESLAT
May 6	1pm Student Dismissal
May 13	1pm Student Dismissal
May 13	Family Council Meeting @ 6:00pm
May 15	Musical @ 6:30pm
May 18-May 29	8th Grade Science Performance Test
May 20	1pm Student Dismissal
May 22-25	Memorial Day Break (School Closed)
May 27	1pm Student Dismissal
May 30	Saturday School 1 – Algebra
June 1-5	Week of Service
June 1	8th Grade Science Test (written)
	6th & 7th Science Final
June 3	1pm Student Dismissal
June 4	8th Grade Day (No school for 5th to 7th grade)
June 5	8th Grade Prom (No school for 8th grade)
June 6	Saturday School 2 - Algebra
June 6	Hike the Heights
June 10	1pm Student Dismissal
June 10	Last Day of Enrichment
June 12	MS Athletic Celebrations @ 2:45PM
June 13	Saturday School 3 – Algebra
June 15-19	Field Day/Spirit Week
June 18	Algebra Regents Exam
June 19	Last Day of School for Students ONLY 12 pm dismissal

June 19	**Stepping-up Ceremony for 8th grade @ 4:00 PM**