



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

Created: 07/16/2015

Last updated: 08/01/2015

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

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

INWOOD ACADEMY FOR LEADERSHIP CS (NYC CHANCELLOR) 310600860966

2. CHARTER AUTHORIZER

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

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 6

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	108 Cooper Street New York, NY 10034	212-304-0103	212-304-0370	christiana.reyes@inwoodacademy.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Christina Reyes
Title	Executive Director
Emergency Phone Number (###-###-####)	212-304-0103

5. SCHOOL WEB ADDRESS (URL)

www.inwoodacademy.org

6. DATE OF INITIAL CHARTER

2009-12-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2010-08-01 00:00:00

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

(No response)

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

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

	Yes/No	Name of CMO/EMO
	No	

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11. FACILITIES

Will the School maintain or operate multiple sites?

	Yes, 2 sites
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12. SCHOOL SITES

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

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

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christina Reyes	212-304-0103	917-535-1303	christina.reyes@inwoodacademy.org
Operational Leader	Jenny Pichardo	212-304-0103	347-501-1414	jenny.pichardo@inwoodacademy.org
Compliance Contact	Jenny Pichardo	212-304-0103	347-501-1414	jenny.pichardo@inwoodacademy.org
Complaint Contact	Jenny Pichardo	212-304-0103	347-501-1414	jenny.pichardo@inwoodacademy.org

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christina Reyes	212-304-0103	917-535-1303	christina.reyes@inwoodacademy.org
Operational Leader	Jenny Pichardo	212-304-0103	347-501-1414	jenny.pichardo@inwoodacademy.org
Compliance Contact	Jenny Pichardo	212-304-0103	347-501-1414	jenny.pichardo@inwoodacademy.org
Complaint Contact	Jenny Pichardo	212-304-0103	347-501-1414	jenny.pichardo@inwoodacademy.org

13. Are the School sites co-located?

No

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

No

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

Jenny Pichardo, COO/CFO

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


Responses Selected:

Yes

Signature, Head of Charter School

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

Signature, President of the Board of Trustees

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

Thank you.



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

Created: 07/30/2015

Last updated: 08/01/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

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

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



Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/27/2015

Last updated: 08/01/2015

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Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

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

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

2. Administrative Expenditures per Child

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

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

Please note the following:

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

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

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

Thank you.



Appendix E: Disclosure of Financial Interest Form

Last updated: 07/20/2015

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

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

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

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

(No response)

Thank you.



Appendix F: BOT Membership Table

Created: 07/08/2015

Last updated: 08/01/2015

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1. Current Board Member Information

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

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

0

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

1

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

13

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

12

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

12

Thank you.

Admissions *(Enrollment Report)*

STUDENT RECRUITMENT

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

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

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

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

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

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

2015 Open House Dates IAL hosted:

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

Admissions *(Enrollment Plan)*

STUDENT RECRUITMENT

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

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

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

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

Charter School Fair: IAL attended the Charter School Fair

2016 Open House Dates IAL hosted:

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



Appendix I: Teacher and Administrator Attrition

Created: 07/08/2015

Last updated: 07/31/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

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

2013-14 Teacher Attrition Table

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

2013-14 Administrator Position Attrition Table

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

Thank you



Appendix J: Uncertified Teachers

Last updated: 08/01/2015

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

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

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Charter School Name:

Note Definition of FTE:

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

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

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

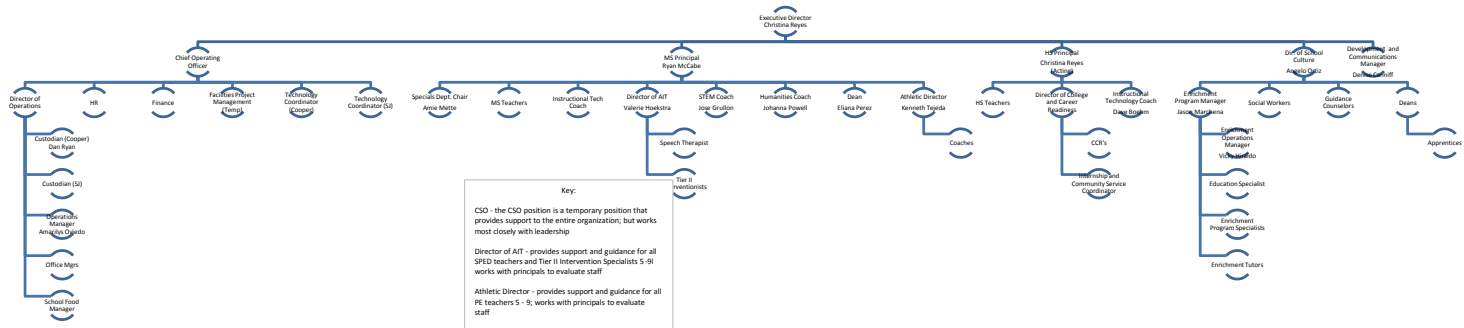
	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	7
(ii) individuals who are tenured or tenure track college faculty	1
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals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

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

8

Thank you.

2014 - 2015 Inwood Academy



Key:

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

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

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

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

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

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

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

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

The “Three Cs”

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

Key Instructional Design Elements

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

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

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

Highly Qualified Teachers

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