



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report
for Inwood Academy for Leadership
Charter School

SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEResources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

Inwood Academy for Leadership Charter School (“IALCS”) is a middle and high school located in the Inwood neighborhood of Manhattan. The school is split-sited located in two private spaces in Community School District 6.¹

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Executive Director Christina Reyes, who has been at the school for 5 years; Middle School Principal Valerie Hoekstra, who has been at the school for 5 years; High School Principal Stacy Woodard, who is in her first year at the school; Chief Operations and Finance Officer Jenny Pichardo, who is in her first year at the school; and Dean of College and Career Success Christian Guerrero, who has been at the school for 5 years.

SCHOOL HIGHLIGHTS

School leadership reports that IALCS’s middle school grades did as well or better than the district, particularly in Grade 8 ELA (+4.7 percentage points) and in grades 5 and 8 Math (+9 percentage points).

Overall results in all three tested subjects (ELA, Math and Science) showed improvements in 2015 over 2014 results.

The school will have its first high school graduating class in 2017-18. To better prepare students for Regents exams, IALCS re-vamped its scope and sequence and worked with teachers to improve the quality and depth of discussion questions.

The middle school uses Achieve 3000 in ELA and Compass Learning in Math as computer-based instructional tools that can individualize remedial support for students. In high school, teacher hold “Office Hours” tutoring sessions that support both remediation and acceleration of learning for students.

CURRENT SCHOOL SNAPSHOT

Inwood Academy for Leadership Charter School	
DBN	84M478
Executive Director	Christina Reyes
School Leader(s)	Valerie Hoekstra (MS), Stacy Woodard (HS)
Board Chair(s)	Rahsaan Graham
Charter Management Organization (if applicable)	N/A

¹ According to NYC DOE Location Code Generation and Management System.

Other Partner(s)	N/A
District(s) of Location	6
Physical Address(es)	433 West 204th Street, Manhattan, NY 10034 (5-8) 108 Cooper Street, Manhattan, NY 10034 (9-10)
Facility Owner(s)	Private
Enrollment ²	709
Grades Served	5-10

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Rashaan Graham	Chair	Executive; Academic; Facilities	6	7/7
2. Matt Mahoney	Vice Chair	Executive; Academic; Facilities	6	5/7
3. Jon Zucker	Treasurer	Executive; Finance; Facilities	4	3/7
4. Elyssa Siminerio	Trustee	Academic; Fundraising	4	7/7
5. JoAnn Looney	Trustee	Academic	3	7/7
6. Christina Reyes (Founder)	Non-Voting	Academic; Facilities	6	7/7
7. Tomas Almonte	Trustee	Finance; Facilities	<1	1/3
8. Lourdes Rodriguez	Trustee	Finance	<1	0/0

CHARTER AUTHORIZATION PROFILE

Inwood Academy for Leadership Charter School	
School Opened For Instruction	2010-2011
Date of First Renewal	2014-2015
Date of Second Renewal	N/A

² According to ATS data as of October 14, 2015.

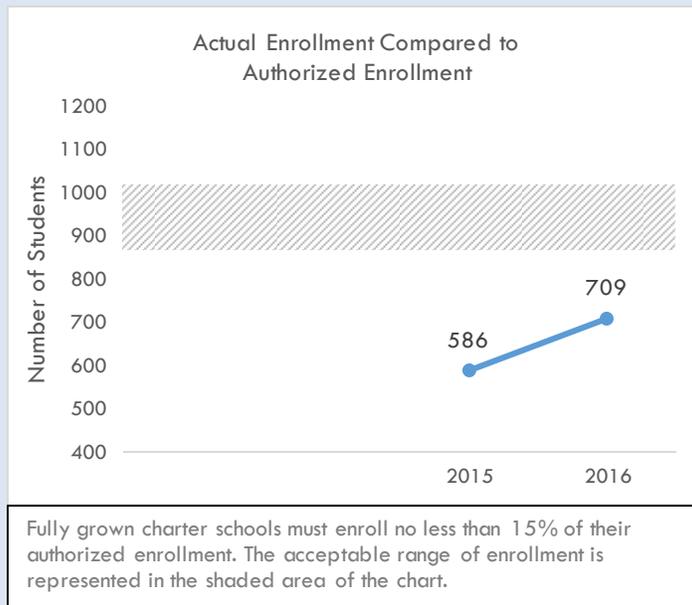
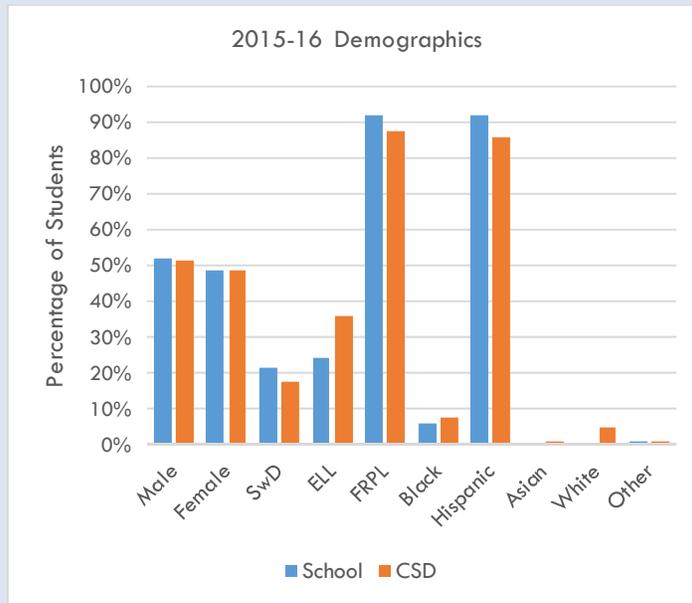
³ The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2018
Current Authorized Grade Span	5-12
Current Authorized Enrollment	1020

Inwood Academy Leadership Charter School was renewed for a 3.5 year short term in the 2014-15 academic year with two academic conditions:

<i>Current Charter Conditions</i>	<i>On Target / Not On Target</i>	<i>Notes</i>
1. As part of its oversight of Inwood Academy for Leadership Charter School in its next term, the NYC DOE will require the school to submit an academic improvement/corrective action plan to address its English Language Arts performance and growth on the NYS assessments. This plan should include timelines, interim progress goals, details on data-driven instructional program design, professional development and assigned responsibilities. A draft of the plan should be submitted to the NYC DOE no later than March 14, 2015.	On Target	IALCS submitted their academic improvement/corrective action plan on time.
2. If by the start of school year 2017-2018, the school's high school academic performance in each year to date of the charter term does not meet or exceed the following, the NYC DOE reserves the right to provide the school's students and parents with information and counseling regarding the citywide high school choice process: <ul style="list-style-type: none"> o NYS Regents exam pass rates (weighted and standard) at or above 50 percent of city range for both the English and math exams; and o Credit accumulation, as measured by the percent of high school students in their first and second years earning 10+ credits in each respective year, is at or above 50 percent of city range for both grade levels. 	No Longer Applicable	These data points are no longer publicly available.

ENROLLMENT AND DEMOGRAPHICS⁴



⁴ Schools are permitted to fall below 15% below authorized enrollment until they are fully enrolled. The school is not yet fully grown.

PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

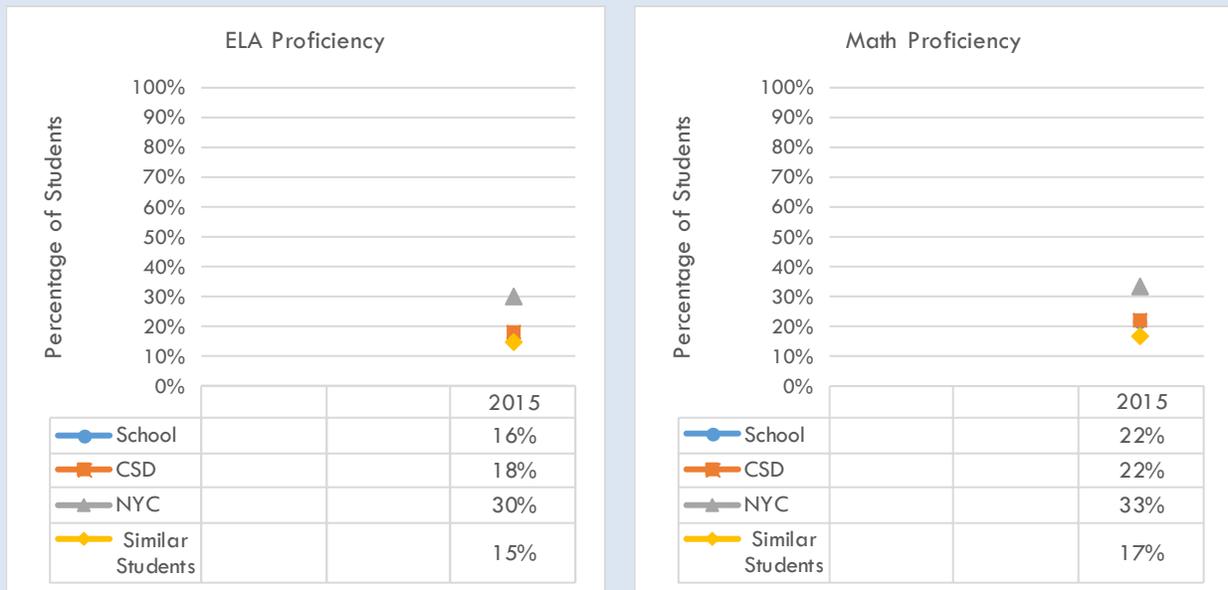
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁵

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix E.⁶ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁷



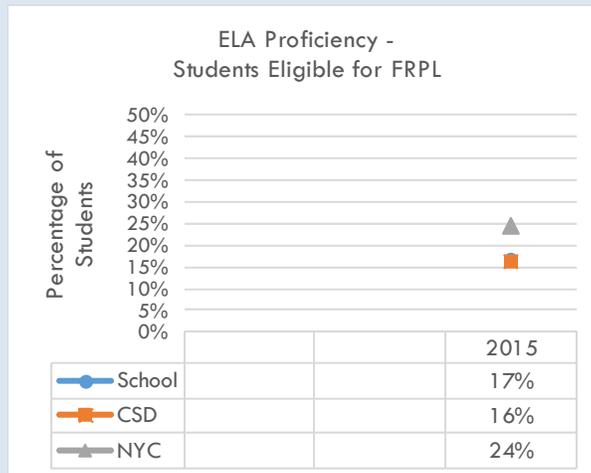
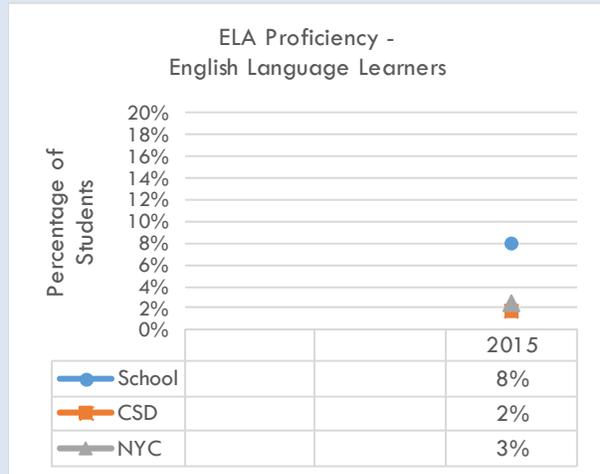
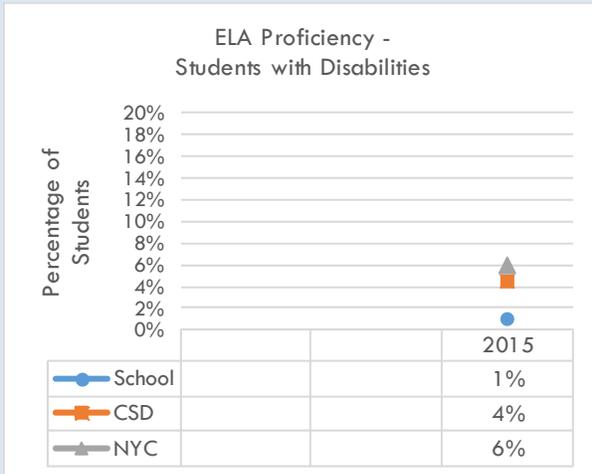
⁵ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

⁶ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

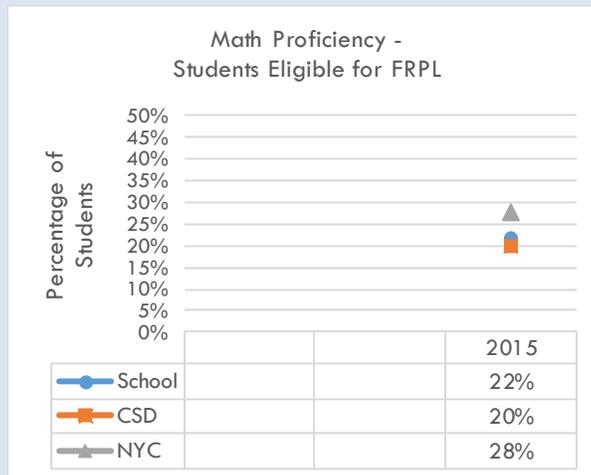
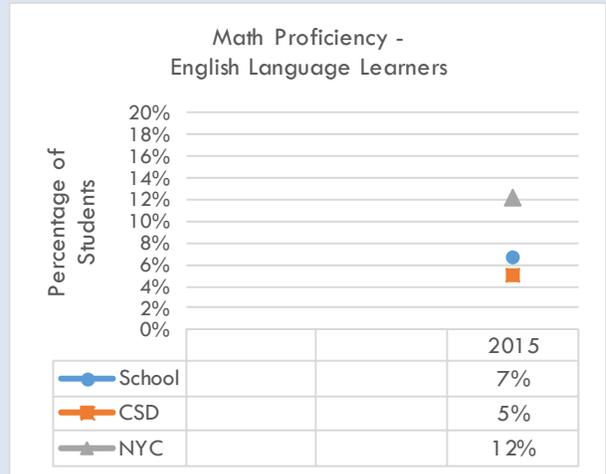
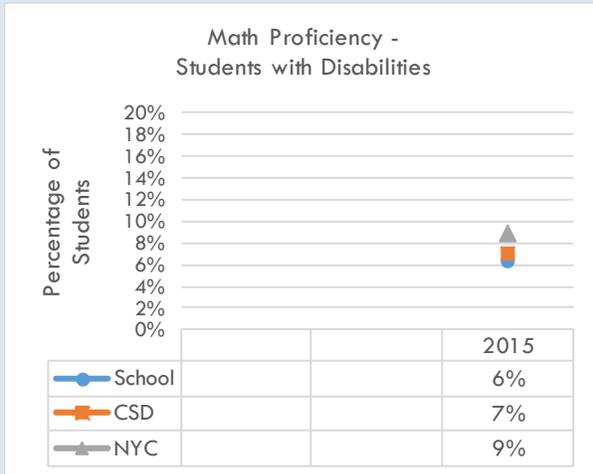
⁷ For more on the NYC DOE's similar students comparisons, please see the information here:

http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

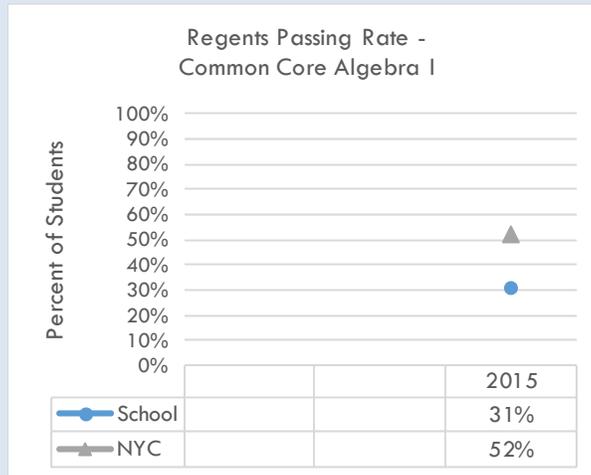
CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



REGENTS PERFORMANCE - ELA AND ALGEBRA I PASSING RATES⁸



⁸ For additional Regents information, please see Appendix D.

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below. Details on the Charter Authorizing Team's visit to the school can be found in Appendix H.

EXTENDED DAY

IALCS's school day starts at 8am at the Middle School and 8:15am at the High School. Most days, students are in class until 3:30pm in both schools. This allows the school to deliver academic core classes along with extensive specials classes including PE, health, dance, Spanish, French, computer design, art and drama. Students in both buildings can participate in a sports program that includes over 19 different team sports.

INCLUSIVE ENVIRONMENT

IALCS was founded with an intentional preference for English Language Learners, a decision made to ensure the school represented the community in which it would be located. IALCS also serves a large population of students with disabilities. Currently, 20% of the population of the school has an IEP, with over 75% of these students receiving services for over 60% of the day.

INDIVIDUALIZED INSTRUCTION

IALCS teachers are trained to use daily assessments to adjust student groupings as needed. School leaders report that the ideal classroom includes a minimum of three different tasks, but can be as differentiated as individual lessons for every single students using computer based programs like Achieve 3000 and Compass Learning.

MULTIPLE PATHWAYS TO COLLEGE AND CAREER READINESS

IALCS's diverse population makes it necessary to explore both college and career pathways for its students. School leaders report that while preparing students for college level work, it is also building an internship and vocational program at the high school.

POSITIVE SCHOOL CULTURE

IALCS believes it is necessary to create an environment where students feel safe and loved and where teachers feel they are valued. The school is focused on creating an environment where students understand boundaries, but where students with special needs are cared for according to their IEPs.

GOVERNANCE

The Board of Trustees consists of eight members, seven voting and one non-voting – school founder and executive director Christina Reyes. The number of Board members is consistent with the minimum of seven and maximum of 11 members established in the Board’s bylaws. The Board’s five committees include an executive, finance, academic, facilities and fundraising committee. The Board has not updated its bylaws to comply with the Charter School Act which requires 12 meetings over 12 months. The Board, however, is scheduled to meet 12 times between July 1, 2015 and June 30, 2016 and has met seven times between July 1, 2015 and February 1, 2016. All Board members have submitted required forms.

For detailed information on the school’s progress in meeting the operational goals outlined in its charter agreement, please see Appendix E. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix F.

SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	

OPERATIONAL STABILITY

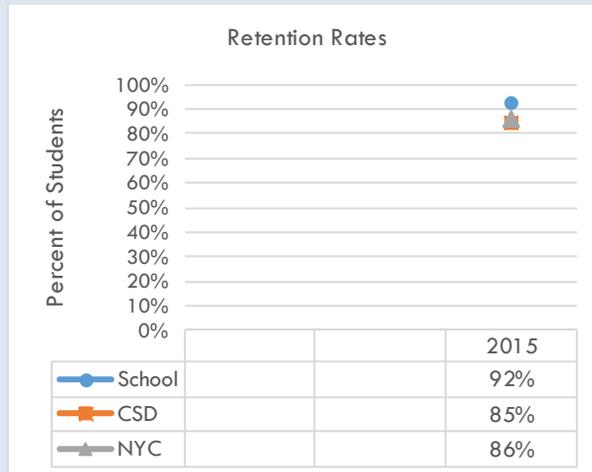
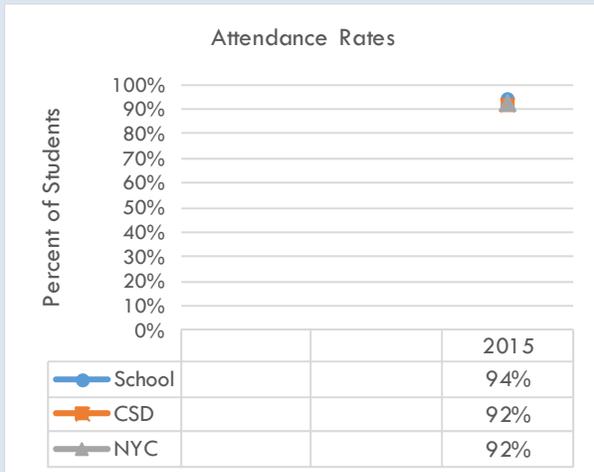
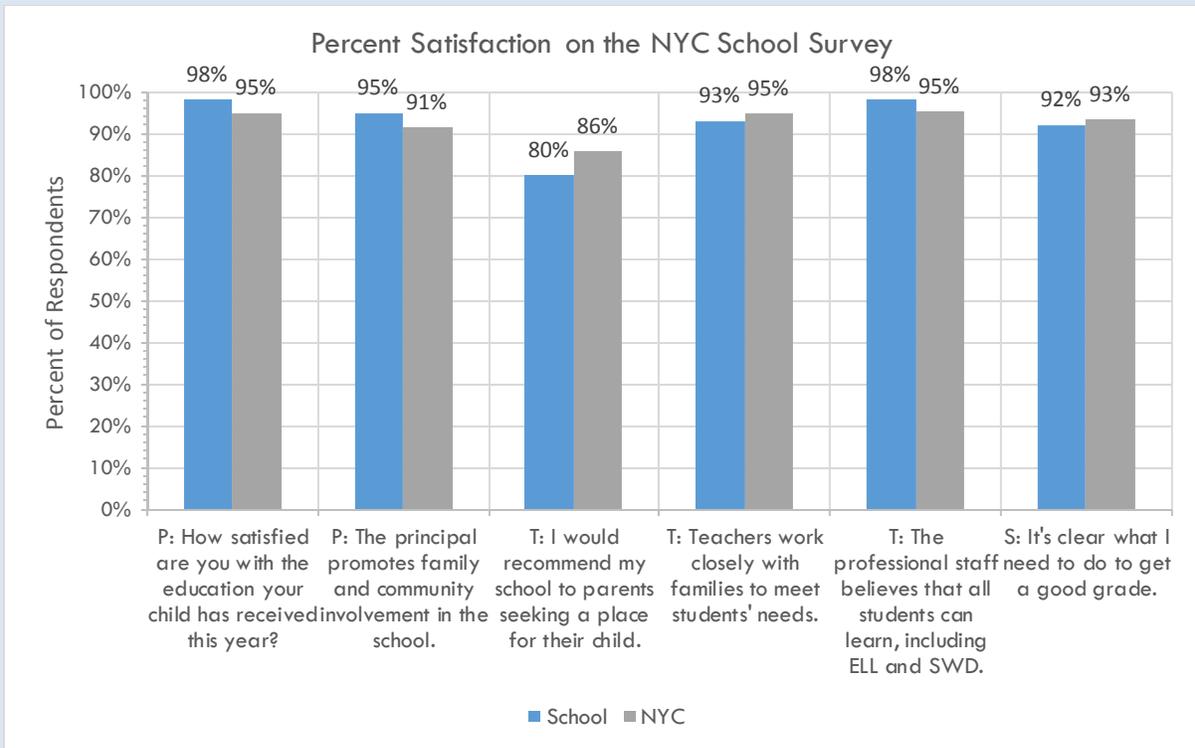
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Not Compliant	The school was late submitting the ACR Data Collection form.
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	

School has a formal process for evaluating progress against charter school goals	Compliant
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant
Board meetings consistently meet quorum ⁹	Compliant

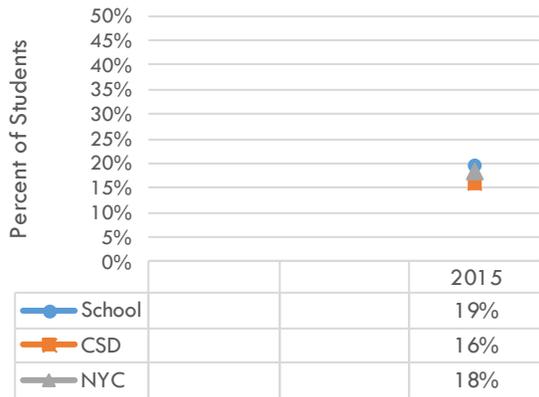
COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1)	Not Compliant	Number and percentages of uncertified staff exceeds allowable requirements.
School is in compliance with employee fingerprinting requirements	Not Compliant	Fingerprint clearance for teachers starting in 2015-16 was frequently obtained after teacher start dates.
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Compliant	
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

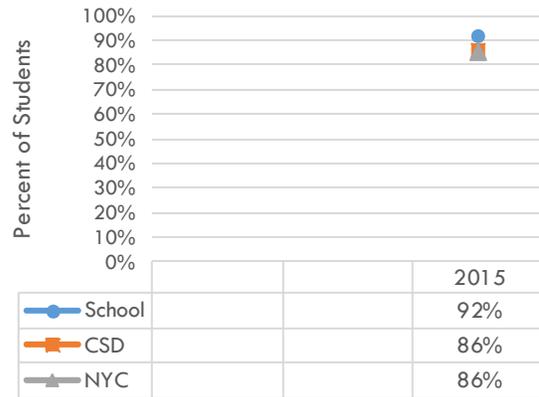
⁹ Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.



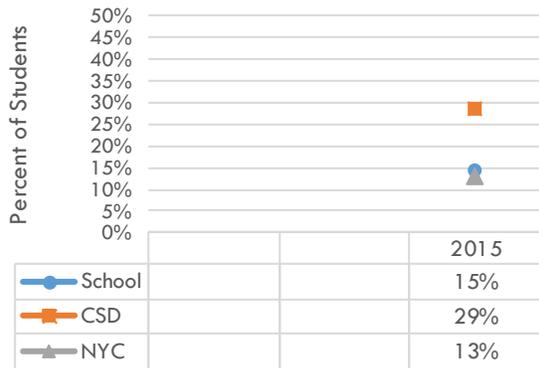
Enrollment Rates - Students with Disabilities



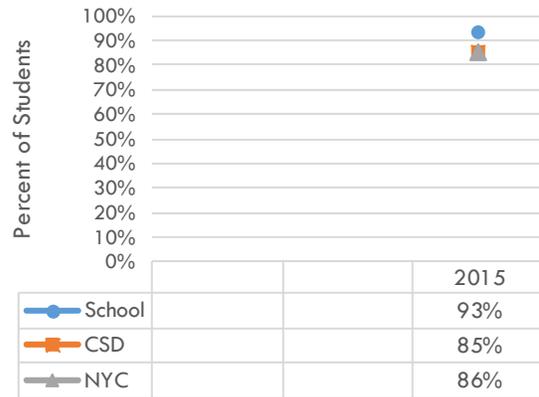
Retention Rates - Students with Disabilities



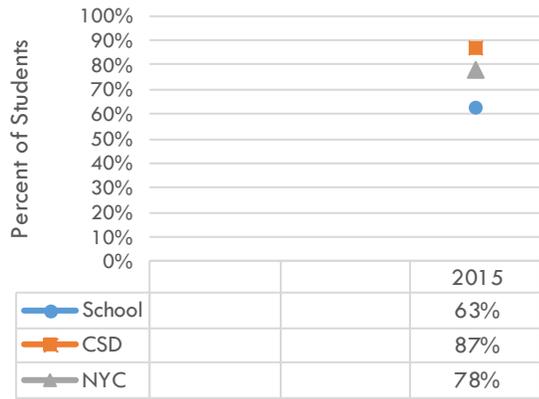
Enrollment Rates - English Language Learners



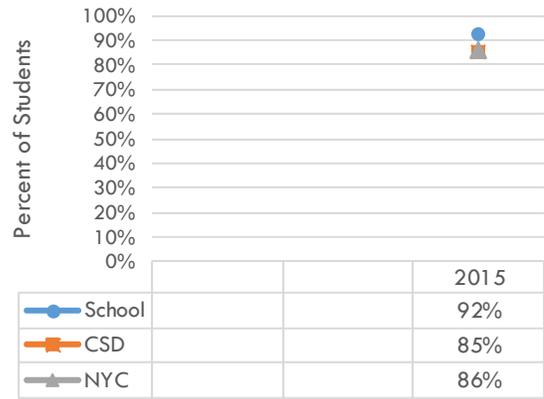
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



¹⁰ Inwood participates in the Community Eligibility Provision, which enables schools to serve all children at the school free breakfast and lunch. A specific part of this provision is that parents do not have to submit qualifying FRPL paperwork, which means that ATS (the source of this number) is underreporting the number of FRPL eligible students at the school.

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Inwood Academy for Leadership Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix E. These goals relate to short- and long-term financial viability.

SCHOOL FINANCES

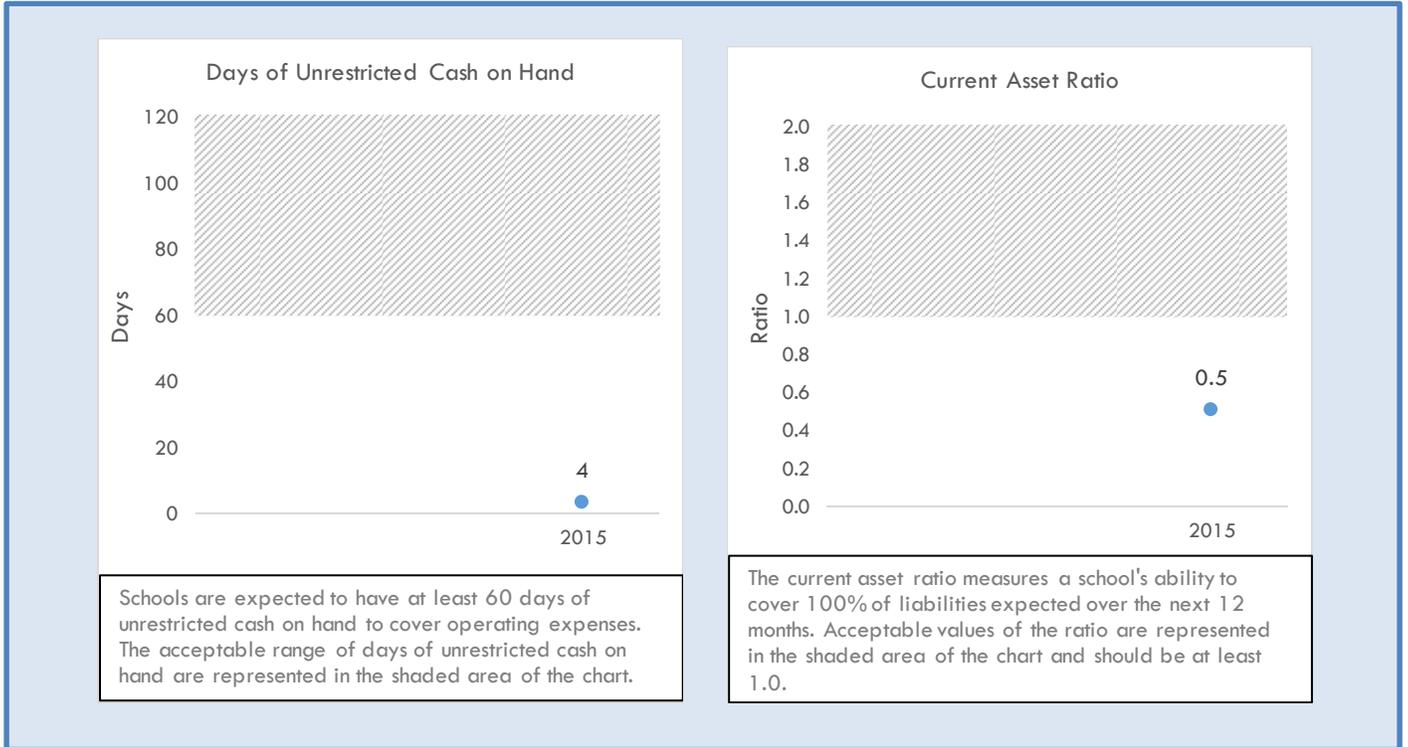
An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

The school has two leases for its two private facilities, one with The RC Church of the Good Shepherd, which began in 2012 and expires in June 2018 and an annual lease payment of \$410,197 in 2015; the second lease is with the RC Church of St. Jude, which began in 2014 and extends through June 2024, with an annual lease payment of \$831,216 in 2015.

The school has a contract with Charter School Business Management for accounting support. The fee for SCBM's services is \$6,000 per month. The school has also contracted with N.I.T., an educational technology company, for technology support services for a fee of \$6,000 per month.

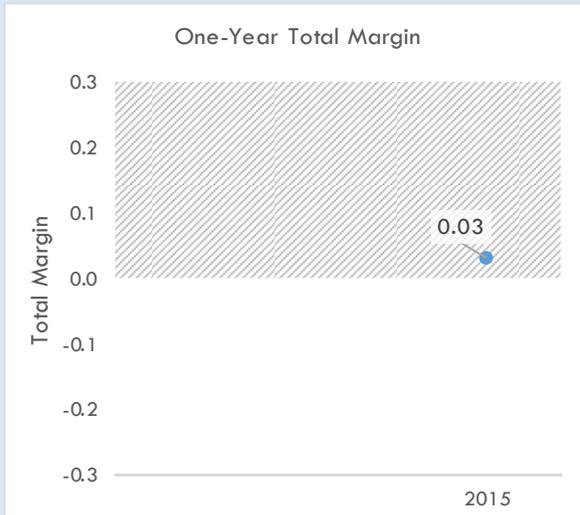
The school has \$75,070.68 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY¹¹

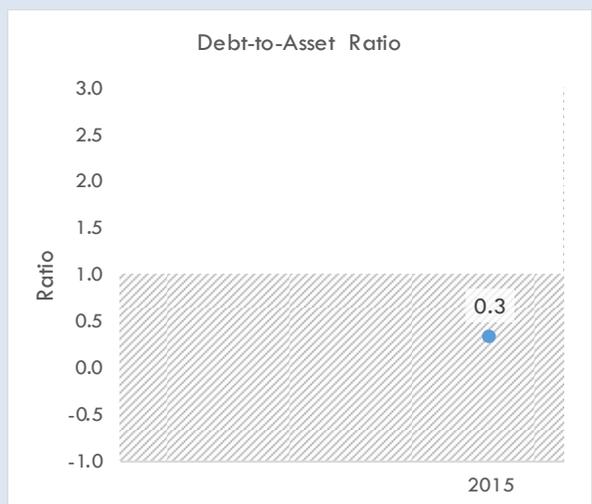


¹¹ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 6.

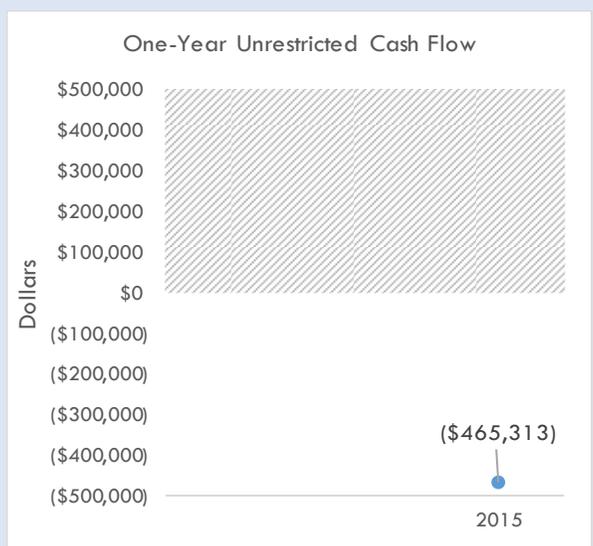
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

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¹² Inwood Academy's expenses increased due to construction for their new middle school facility. The school used most of their reserves to pay the for the construction expenses.

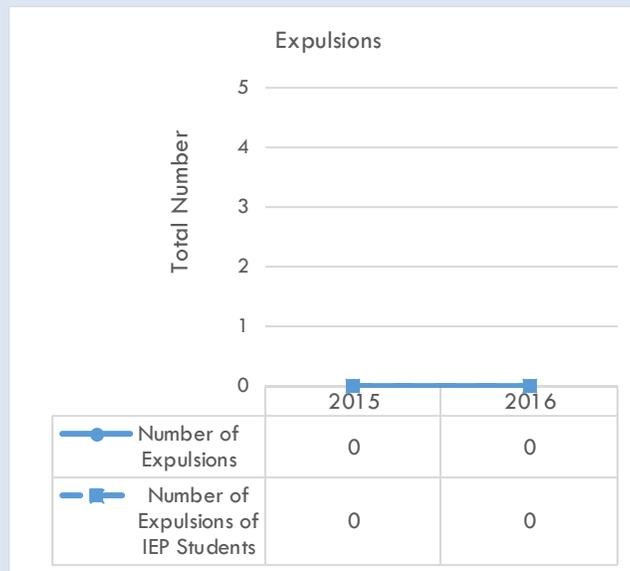
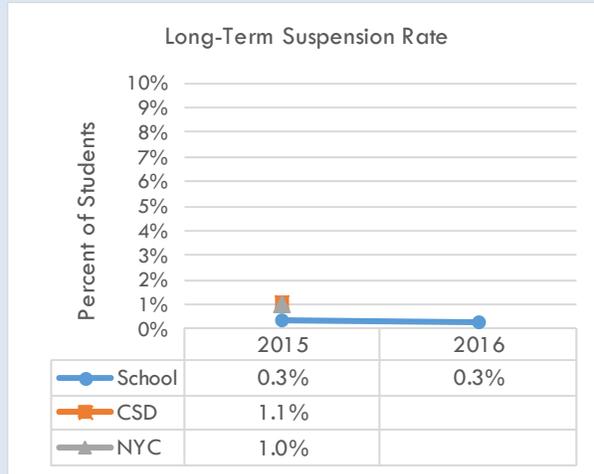
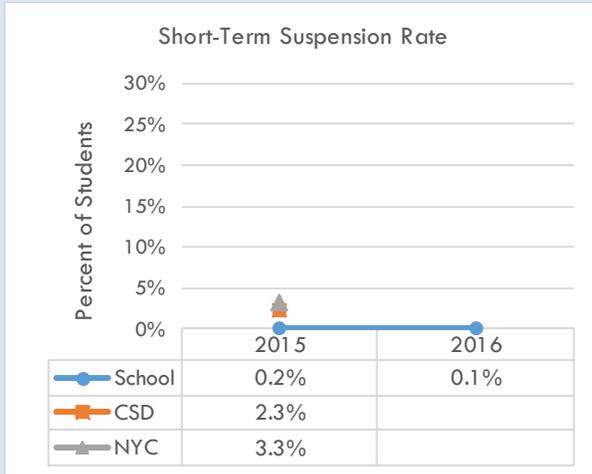
APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	184
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	Grade 5: 4 sections Grade 6 – Grade 10: 5 sections per grade
Primary Entry Grade(s)	5-10
Additional Grade(s) for which Student Applications are Accepted	N/A
Does School Enroll New Students Mid-Year?	No
Number of Applicants for Admission (School Year 2015-16)	850
Number of Students Accepted via the Lottery (School Year 2015-16)	110 (Grade 5)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	Yes
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES¹³



¹³ City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
Inwood Academy for Leadership Charter School			
Grade 5	16%	6%	11%
Grade 6	10%	12%	16%
Grade 7	20%	13%	15%
Grade 8		15%	22%
DIFFERENCE FROM CSD			
Grade 5	-1%	-9%	-7%
Grade 6	-1%	-1%	0%
Grade 7	7%	-2%	-1%
Grade 8		-2%	1%

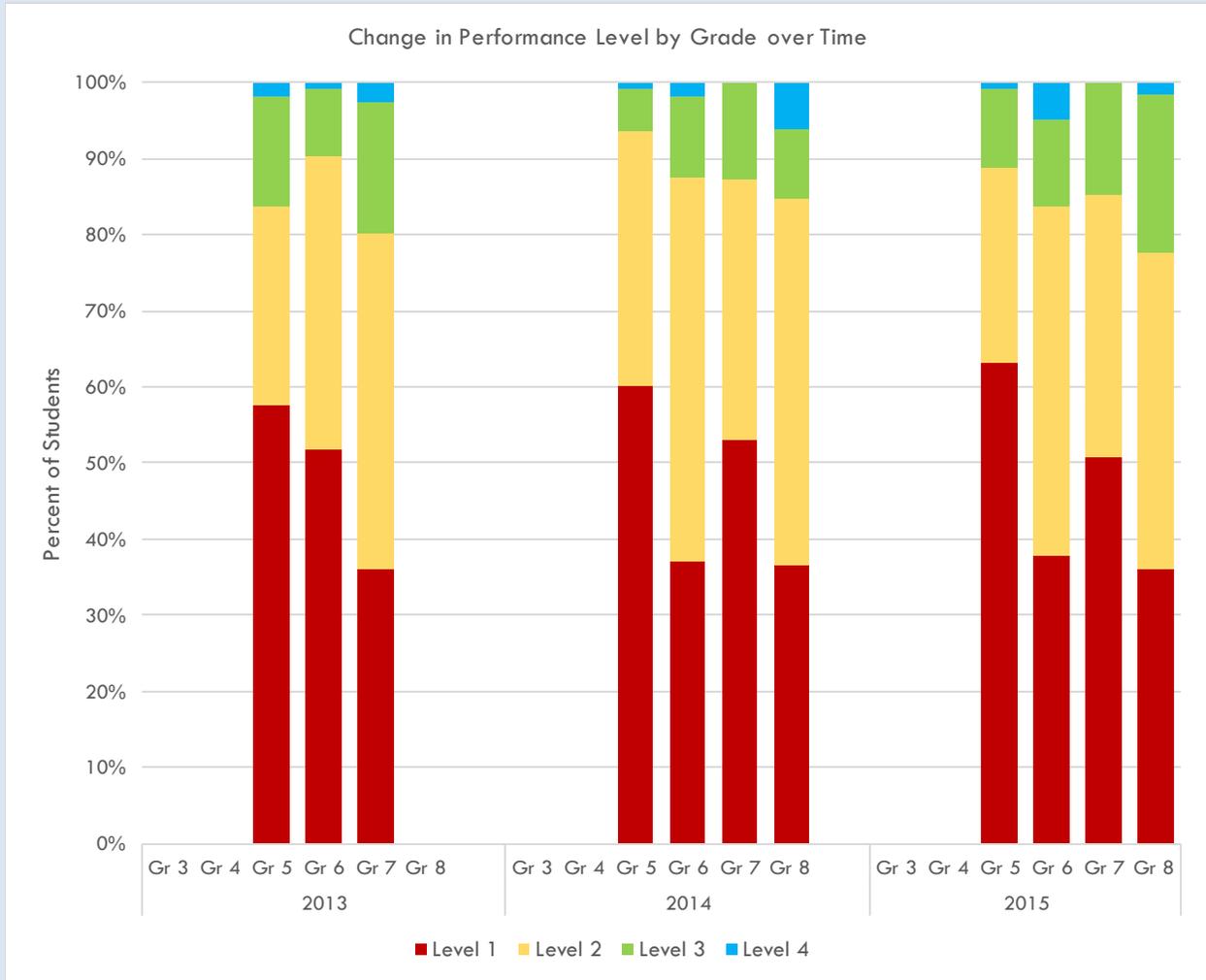
GRADE-LEVEL PROFICIENCY IN MATH

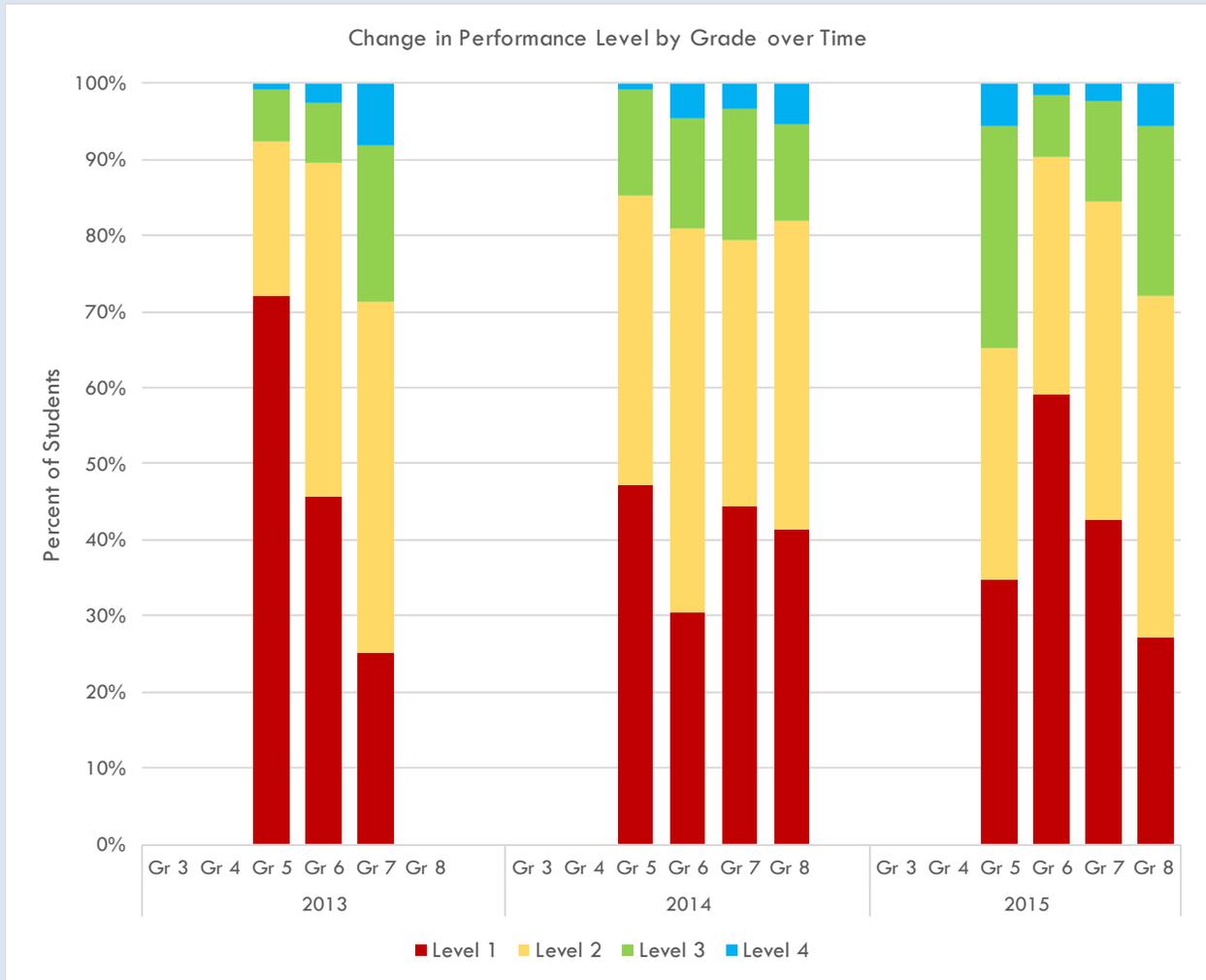
	2012-2013	2013-2014	2014-2015
Inwood Academy for Leadership Charter School			
Grade 5	8%	15%	35%
Grade 6	10%	19%	10%
Grade 7	29%	21%	16%
Grade 8		18%	28%
DIFFERENCE FROM CSD			
Grade 5	-10%	-11%	7%
Grade 6	-5%	-1%	-12%
Grade 7	16%	3%	-4%
Grade 8		-1%	10%

APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

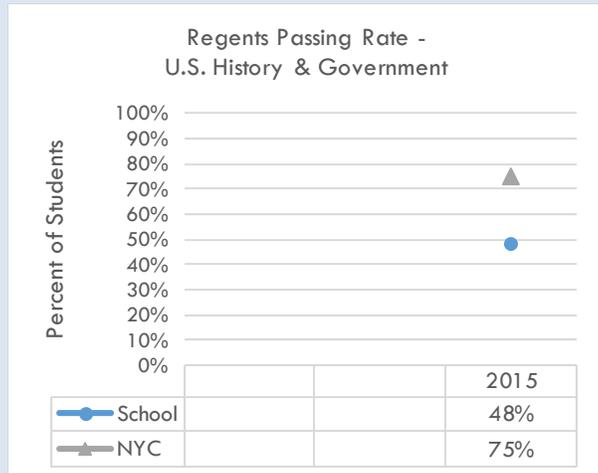
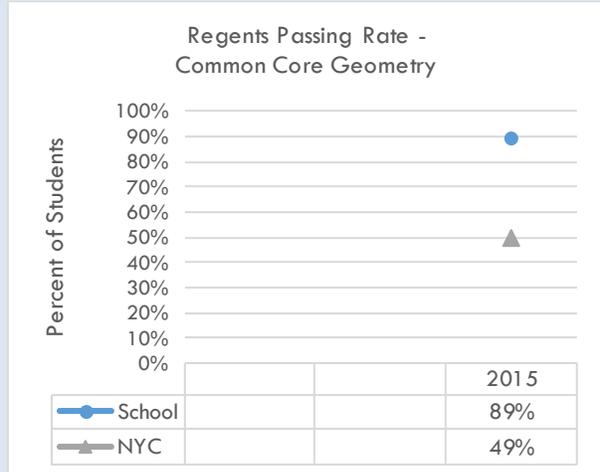
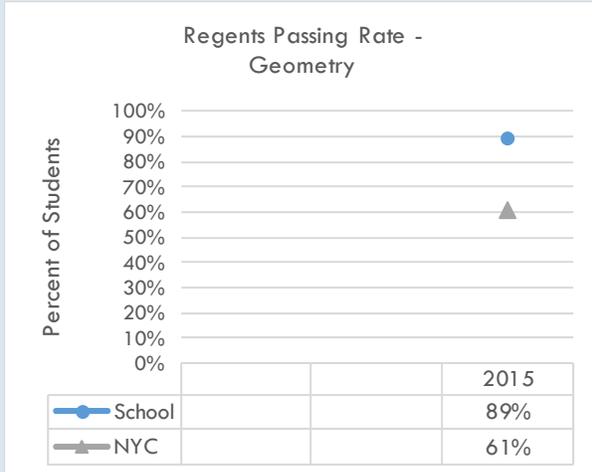
The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

ENGLISH/LANGUAGE ARTS





APPENDIX D: ADDITIONAL REGENTS PASS RATES



APPENDIX E: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹⁴, the school achieved/met its goals as follows:

- Academic Goals: ¹⁵
 - 1 of 2 applicable academic charter goals in its most recent year
- Operational Goals:
 - 1 of 1 applicable operational charter goals in its most recent year
- Financial Goals:
 - 2 of 2 applicable financial charter goals in its most recent year

Charter Goals		2014-15
Academic Goals	NYS ELA and Math Assessments exceed comparable CSD, Citywide and DOE-defined comparison group.	Met: Partial Explanation (if needed): The school exceeded the district wide averages, but we have not exceeded the city-wide averages. The DOE peer group has not yet been defined for the 2014 – 2015 school year.
	Proficiency rates on the NYS Science Assessments that exceed comparable CSD, Citywide and DOE-defined comparison group	Met: No data is available for analysis.
	NYS Regents pass rates in ELA and Math that exceed Citywide rates	Met: No data is available for analysis.
	NYS Regents pass rates in History and Science that exceed Citywide averages	Met: No data is available for analysis.
	Graduation rates that exceeds Citywide averages	N/A or not yet available

¹⁴ This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

¹⁵ Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

	Proficiency rate increased on NYS ELA and Math Assessments (or maintain above 85%).	Met: Yes
	Increase in NYS Regents pass rates (or maintain above 85%)	N/A or not yet available
	Increase in graduation rate (or maintain above 85%)	N/A or not yet available
	Postsecondary enrollment rate that exceeds the citywide average.	N/A or not yet available
	College & Career Preparatory Course Index that exceeds the Citywide average	N/A or not yet available
	College Readiness Index that exceeds the Citywide average.	N/A or not yet available
	Proficiency rates for English Language Learners on the NYS ELA and Math Assessments that exceed CSD and Citywide averages.	Met: Data is not available for CSD 6
	Proficiency rates for Students with Disabilities on the NYS ELA and Math Assessments that exceed CSD and Citywide averages	Met: Yes
	NYS Regents pass rates for English Language Learners that exceed Citywide averages	N/A or not yet available
	NYS Regents pass rates for Students with Disabilities that exceed Citywide averages	N/A or not yet available
	NYS Regents pass rates for students eligible for free and reduced price lunch that exceed Citywide averages	N/A or not yet available
	Graduation rate for ELL students that exceeds Citywide average	N/A or not yet available
	Graduation rate for Students with Disabilities that exceeds Citywide average	N/A or not yet available
	Graduation rate for students eligible for free and reduced price lunch that exceeds Citywide averages	N/A or not yet available
	Student attendance rate that exceeds CSD and Citywide averages.	Met: Not known
Operational Goals	School meets all DOE deadlines for annual reporting requirements, the Annual NYC DOE Charter School Survey, and renewal application documents	Met: Yes
Financial Goals	Cash position – school has at least 60 days of cash on hand to cover operating expenses • Liabilities – school has sufficient cash flow to cover	Met: Yes

100% of liabilities expected over the next 12 months

- Projected revenues – actual enrollment should be within

15% of projected (budgeted) enrollment

- Debt management – school is meeting all current debt obligations

-Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses) Met: yes

- Aggregated three-year total margin – school operates at a surplus over three-year period

- Debt to assets – ratio less than 1.0

- Aggregate assets to liabilities – ratio greater than 1.0

- One-year cash flow –positive cash flow over previous two fiscal years (change in cash balance is positive)

- Multi-year cash flow – positive cash flow over previous three fiscal years

APPENDIX F: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

IALCS serves a population reflective of its community: 80% of its students come from home where Spanish is the primary language; 15% of its students are English Language Learners; 20% have IEPs; and over 83% are FRL.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- IALCS sent a bilingual (English/Spanish) information package to rising 5th grade families in CSD 6 and those in zip code 10468.
- Partnered with Democracy Builders to distribute over 8,000 applications in Washington Heights, Inwood, Kingsbridge and University Heights, focusing on NYCHA buildings.
- Ads were placed for 5 weeks in the Spanish language newspapers *El Grito* and *El Diario*.

STUDENTS WITH DISABILITIES (SWD)

- Partnered with Democracy Builders to distribute over 8,000 applications in Washington Heights, Inwood, Kingsbridge and University Heights, focusing on NYCHA buildings.

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- Partnered with Democracy Builders to distribute over 8,000 applications in Washington Heights, Inwood, Kingsbridge and University Heights, focusing on NYCHA buildings.
- Conducted four Open House dates at IALCS, from January through March 2015.

APPENDIX G: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.

APPENDIX H: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on May 25, 2016, met with the leadership team, and observed ten classrooms. The school leadership team identified what CAT team members would see in classrooms and their observations are below.

- Evidence of students collaborating with each other in group work: The team saw consistent evidence of group work, but groupings did not seem to be intentional for the task or amount of support that students needed.
- Evidence of use of Chrome Books for the purpose of differentiation: The team saw evidence of this in only one classroom.
- Evidence of the use of Regents questions as Do Nows and exit tickets: The team saw evidence of this in some classrooms, but not all.
- Evidence of students working on differentiated tasks based on choice or for a particular reason: The team saw some evidence of this but the tasks were mostly determined by student choice, not assigned for purposes of differentiation.