

The State Education Department
The University of the State of New York

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2007 – 2008
Charter School Information and Cover Page

Name of Charter School: International Leadership Charter School
Address: 2900 Exterior Street Suite 1 R
Bronx, New York 10463

Telephone: 718-562-2300 **Fax:** 718-562-2235

BEDS # **320900860904**

District/CSD of Location : **84X347/District Ten**

Charter Entity: Chancellor New York City Department of Education

Head of School (Contact Person) Dr. Elaine Ruiz Lopez

E-mail address of contact person: Palomaazul@aol.com; ELopez@ilchs.org

President, Board of Trustees: **Dr. Dori Collazo Baker**

E-mail address and Phone Number of Board President: Doricollazobaker@gmail.com **917-593-7823**

New York State Assessment Results

Regents Exam	2005-06 Year	All Students					General Education Students					Students with Disabilities					
		Total Tested	% Scoring:				Total Tested	% Scoring:				Total Tested	% Scoring at or above:				
			<54	55-64	65-84	>85		<54	55-64	65-84	>85		<54	55-64	65-84	>85	
Comprehensive English	2007-08																
	2006-07																
	2005-06																
Integrated Algebra	2007-08	132	40	35	53	4	116	33	28	51	4	16	7	7	2	0	
	2006-07																
	2005-06																
Global History & Geography	2007-08	69	24	16	22	7	58	17	15	19	7	11	7	1	3	0	
	2006-07																
	2005-06																
US History & Gov't.	2007-08																
	2006-07																
	2005-06																
Living Environ.	2007-08	43	5	13	24	1	41	4	12	24	1	2	1	1	0	0	
	2006-07																
	2005-06																
Phys. Setting/ Earth Sci.	2007-08																
	2006-07																
	2005-06																
Phys. Setting/ Chemistry	2007-08	63	45	14	4	0	53	36	13	4	0	10	9	1	0	0	
	2006-07																
	2005-06																
Phys. Setting/ Physics	2007-08																
	2006-07																

Regents Exam	Year	All Students				General Education Students				Students with Disabilities						
		Total Tested	% Scoring:				Total Tested	% Scoring:				Total Tested	% Scoring at or above:			
			≤54	55- 64	65-84	≥85		≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥ 85
Comp. French	2007-08															
	2006-07															
	2005-06															
Comp. German	2007-08															
	2006-07															
	2005-06															
Comp. Hebrew	2007-08															
	2006-07															
	2005-06															
Comp. Italian	2007-08															
	2006-07															
	2005-06															
Comp. Latin	2007-08															
	2006-07															
	2005-06															
Comp. Spanish	2007-08	31	0	0	9	22	26	0	0	7	19	5	0	0	1	4
	2006-07															
	2005-06															

Other Student Assessment Data
2007-08

Name of Charter School: International Leadership Charter School

Name of Test: New York State Regents Examinations

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
9	6/24/08 LE/Bio	67	23	4		43		88%	N=25>65 N=1>85
9	6/17/08 Integrated Algebra	67	5	4		62		62%	N=25>65 N=1>85 <u>Performance of ELL Students</u> 12 Seated 100% of those ELLs seated passed. 4 passed with 65+ (Regents Passed) 8 passed with 55+ (LP)
10	608 Global History	69	0	0	0	69		62%	N=26>65 N=7>85

									<u>Performance of ELL Students</u> 12 Seated 4 passed with 65+ (Regents Pass) 4 passed with 55+ (LP) T=8 passed
10	608 Integrated Algebra	69	3	0	0	66		72%	N=31>65 N=2>85
10	608 Chemistry	69	6	0	0	63		30%	N=4>65 <u>Performance of ELL Students</u> 12 Seated 1 passed 55+ (LP)
10	608 Spanish	69	38	0	0	31		100%	N=9>65 N=22>85 <u>Performance of ELL Students</u> 8 Seated 8 passed 65+ (RP)

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Progress Toward Goals
2007-2008**

Charter School Name: International Leadership Charter School
School Year: 2007-2008

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
ILCS shall make AYP in ELA as measured by the cumulative performance on the Final Quarter of Academic Year.	80% of 9 th grade students passed English I course as measured by the passing grade of 70 or greater on the Final Quarter of 07-08 Academic Year	Final Quarter Report Card Grades	Yes	
ILCS shall make AYP in Mathematics as measured by the NYS Regents Examinations.	*62% of those 9 th grade students seated for the Integrated Algebra passed	New York State Regents Examination Integrated Algebra	Yes	See Additional Evidence
90% of students who sit annually for Regents Exam in Science will pass these assessments.	*88% of those 9 th grade students seated for the Living Environment Regents passed	New York State Regents Examination The Living Environment	Yes	See Additional Evidence
90% of students who sit annually for Regents Exam in Mathematics will pass these assessments.	*62% of those 9 th grade students seated for the Integrated Algebra passed	New York State Regents Examination The Living Environment	Yes	See Additional Evidence
ILCS shall make AYP in ELA as measured by the cumulative performance on the Final Quarter of Academic Year.	85% of 10 th grade students passed English I course as measured by the passing grade of 70 or greater on the Final Quarter of 07-08 Academic Year	Final Quarter Report Card Grades	Yes	
ILCS shall make AYP in Mathematics as measured	72% of those 10 th grade students seated for the	New York State	Yes	

by the NYS Regents Examinations.	Integrated Algebra Regents passed	Regents Examination Integrated Algebra		
ILCS shall outperform neighboring community high schools in Global History	62% of those 10 th grade students seated for the Global History Regents passed exceeding performance of neighboring community high schools.	New York State Regents Examination Global History School Report Card	No	See Additional Evidence
Student retention rates will exceed those of neighboring community district high schools as measured by data collected on daily attendance and percentage of students leaving	Our retention rate was 93% for the 2007-2008 Academic Year.	ATS	Yes	
Value Added By the 10 th grade our students will have passed two Regents.	67% of our students in first cohort (10 th grade) have passed three or more Regents. Of those 10% of the first cohort passed all 6 Regents administered to date. One (1) ELL and one (1) special needs student has passed all 6 Regents.	Regents Examinations	Yes	
Using the results of the IOWA Tests of Educational Development (ITED) to incoming ninth grades as a baseline, 90% or more of ILCS students will demonstrate an increase in knowledge in all core subject areas by 20% by the final year of the school's charter.	The IOWA has been used as a baseline measure for entering 9 th grade students in reading and mathematics and other core subjects. ILCS is exploring a material change in charter for an interim assessment that will be more useful for data and overall reporting of cohort data	IOWA ITED	NA	

**Charter School Student Attrition Rates
2007-08**

Student Attrition Rates			
	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	3	0	
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	1	3	
Number of students leaving for more restrictive special education setting	0	0	
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	2	4	
Number leaving for other reasons (undetermined)	5	4	
Total number of students leaving.	11	11	N/A
Highest Number Enrolled <i>(July 1 – June 30)</i>	168	88	N/A
Total Percent Attrition	7% (.07)	12% (.12)	N/A

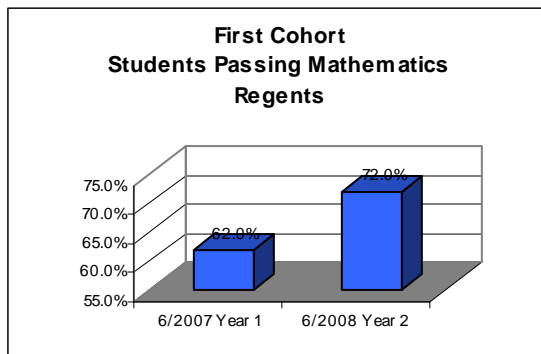
**Charter School Teacher Attrition Rates
2007-08**

	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	12	7	
Number of Special Area Teachers	1	2	
Total Number of Teachers	13	9	
Total Number of Teachers Leaving	1	4	
Total Percent Attrition	8% (.076)	44%	N/A

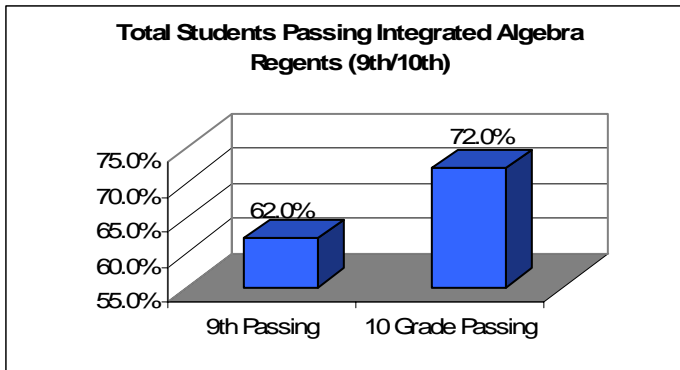
II. Additional Evidence/Reflection on Progress Towards Goals

90% of students who sit annually for Regents Examination in Mathematics and Science will pass these assessments.

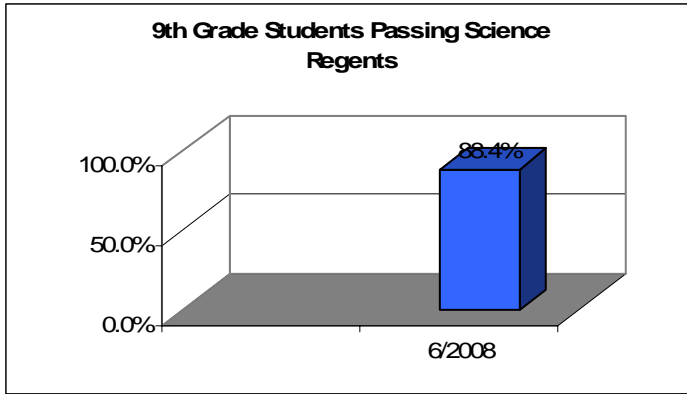
The goal of “90% of students who sit annually for Regents Examinations in Mathematics and Science passing these assessments is aiming very high. We continue to be committed to this expectation for high levels of academic attainment for all of our students with the final year of our school’s charter in mind. This abovementioned performance goal was submitted during the authorization process. A careful examination of the level of progress that our students are making annually informs us that this is a realistic long range (5 year) achievement target at the final year of our school’s charter. In addition, the academic progress that our first cohort of students have demonstrated that we are on moving steadily towards meeting our benchmark of 90% of our students passing by the final year of our school’s charter. For example, the level of academic achievement for our first cohort as measured by the Regents Examination in Mathematics in Year One is 62% and at 72% for Year Two.



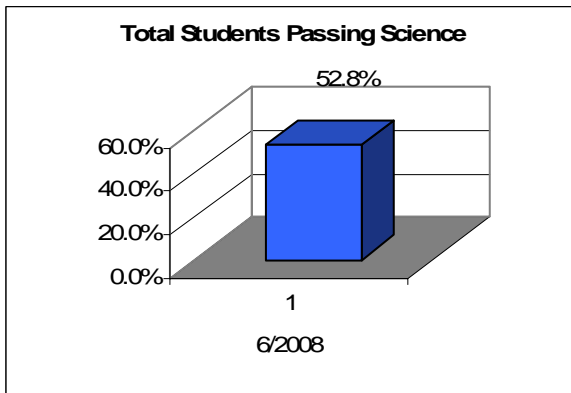
Although there is not a New York State requirement that high school students sit for the Regents in the 9th grade we have accelerated our students and prepared them for the Integrated Algebra and Living Environment Regents. * This has yielded positive results. The consistent Regents preparation in the ninth grade has provided our students with familiarity with the Regents exams and test taking strategies for greater performance long range. More than 50% of our Sophomores have passed two Regents in Mathematics and Science as a result. See bar graphs provided below.



*This year 88% of our ninth grade students passed the Living Environment Regents. (See chart below) This level of attainment demonstrates what we are aiming for in the area of Science. We attribute this high level of performance to a combination of factors. This includes a rigorous orientation and frequent communication of achievement expectations, the resources that are provided to students and the consistent Regents preparation that all students receive. All students are required to attend Saturday Academy that begin in January for Regents Prep and test taking strategies. Once every 6 weeks students are presented with performance charts by cohort for their grade that reflect their progress as a “family”. This information is primarily based on report card grades. The benefits of heterogeneous grouping and traveling with the same cohort, creates a culture of support for this population of students in every major content area. See bar graphs provided below.



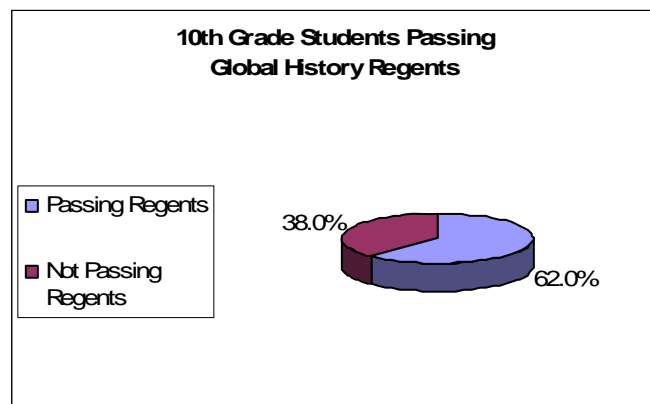
When we combine the total percentage of students passing Science in the ninth and tenth grade for the June 2008 assessment year, our results demonstrate that fifty-three percent of our total number of students seated (N=106) for a Science Regents June 2008 passed. See bar graph provided below.



Note: The Chemistry Regents was extremely difficult for our population of students and presented a great challenge not only to our ELL and Special Needs students but also to approximately 60% of students who have already passed one Science Regent (LE) and who typically have a history of high levels of attainment on standardized tests. Thirty percent of our students passed the Physical Setting/Chemistry Regent. For the following academic year our plan will include more practical experiences in a Lab setting and we will hire additional an additional teaching assistant to work with our ELL and Special Needs population.

Performance on Global History Regents Examinations

62% of those 10th grade students seated for the Global History Regents passed exceeding performance of neighboring community high schools. See chart below.



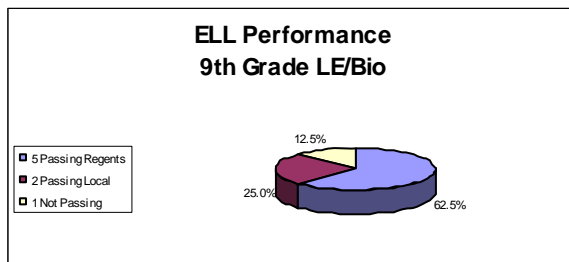
Our student population is very diverse with varying levels of proficiency and literacy in English. Thirty percent (30%) of our students are ELLs and 20% are Special Needs. Given these variables, an annual performance goal of 75% or greater is closer to how our students have performed annually and is aligned with our authorizer’s Accountability Plan. We plan to submit an official request to our authorizer for a material change. In order to maintain consistent high levels of student performance and to ensure that our charter school continues to meet our desired achievement goals, we plan to open one section in Science and Mathematics for students who are schedule to re-take the Regents.

Reflection on Performance of ELL and Special Needs Students

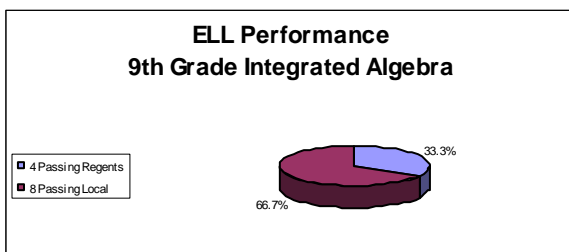
We attribute the achievement on performance of our ELL students with a number of factors. First and foremost ELL and Special Needs students are fully integrated into every aspect of their school’s culture. As such, they are provided with the same rigorous orientation, resources and preparation that all students receive at ILCS. This includes a system of performance accountability that is supported by an organizational culture of high expectations for all, frequent communication with parents and students on progress made, a small personalized family environment, meetings with teachers, counselors and advisors when students are having difficulty to plan for a differentiated instruction as needed.

Once every 6 weeks students are presented performance charts by cohort that reflect their progress as a “family” based on report card grades. The benefits of heterogeneous grouping and traveling with the same cohort, creates a culture of support for this population of students in every major content area. The combination of direct instruction, project based learning and grouping for instruction is carried out during the course of the extended day. All students are required to attend Saturday Academy that begin in January for Regents Prep and test taking strategies. See charts below.

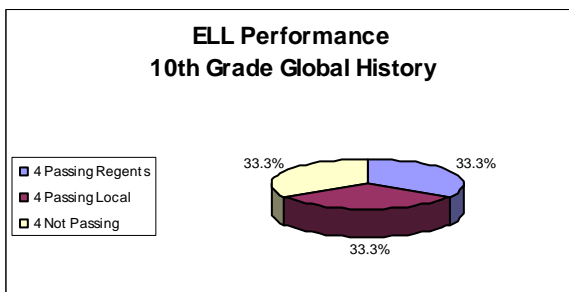
ELL Students Passing Science Regents



ELL Students Passing Mathematics Regents

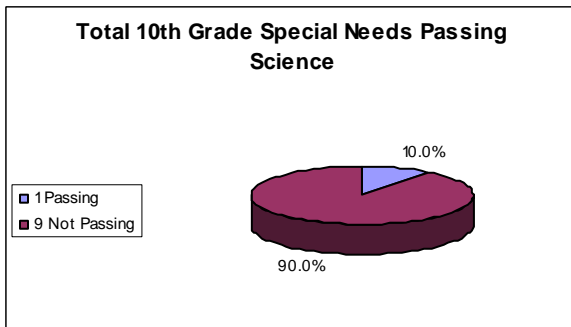
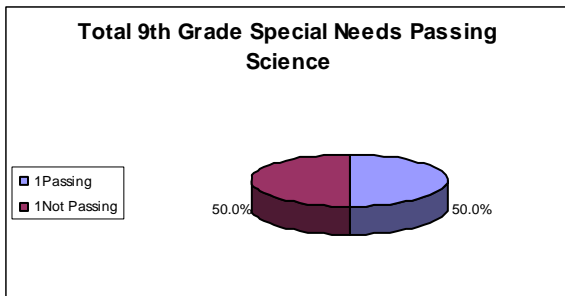


ELL Students Passing Global History Regents

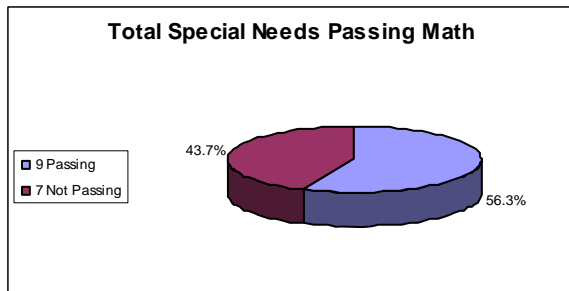


In addition to ESL support for entitled students, we provide all ELL students with access to in class peer tutoring and after school tutoring. The access to resources and use of computers, Smart boards and graphing calculators enhances the learning experience for this population. We also have on our faculty bilingual teaching assistants and teacher aides co-teaching in the science and mathematics department who are available to clarify concepts and work with ELLs on a one-to one or group. Teacher assistants and aides have frequently teamed up to provide *Native Language Support* during instructional support and enrichment blocks 4 times per week, and tutoring as requested after school. In addition to providing Spanish language textbooks, ELL students are supported in an environment that encourages the use of the native language to ask clarifying questions of their peers and Spanish speaking teachers and assistants.

Special Needs Students Passing Science Regents

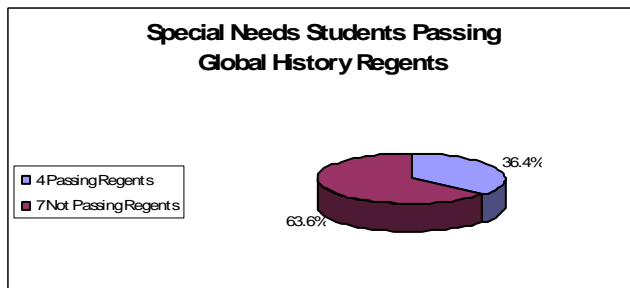


Special Needs Students Passing Mathematics Regents



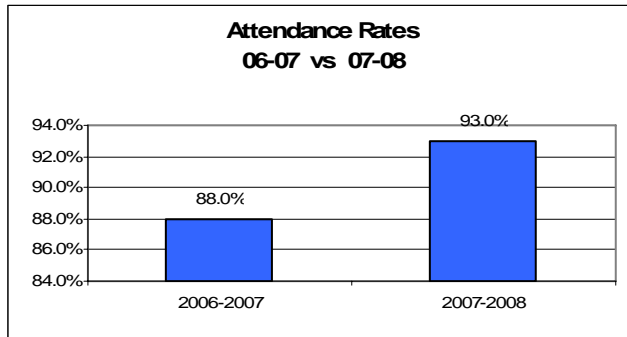
The performance of our special needs students on the Mathematics Regents is due to several factors. This includes full use of the extended time modifications as specified on the IEP, consistent group and one to one instruction during designated support and enrichment blocks provided by our charter schools special needs team. This team includes a special education paraprofessional /teacher assistant and mathematics teaching assistant. This team provides tutoring and targeted skill development in mathematics and literacy development for one hour 4 times per week.

Special Needs Students Passing Global History Regents



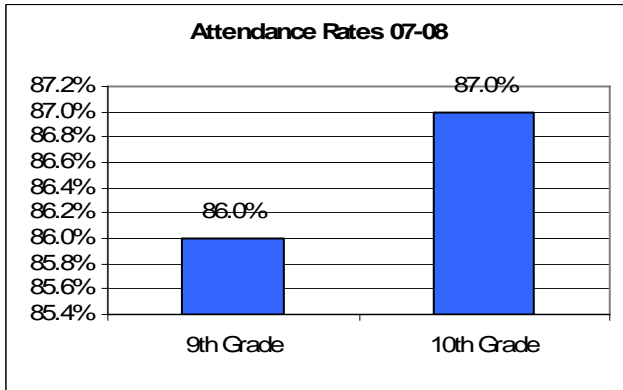
Annual Student Retention Rates will be at least 95%

Our retention rate for 2007-2008 was 93% as compared to 88% for the 2006-2007 Academic Year. This demonstrates a steady increase in our retention rates. This retention rate exceeds that of neighboring high schools in the Bronx Districts 9 and 10. Our high retention rate is due to the communication of our district's attendance policy and expectations, as well as, daily follow-up with phone calls and letters to the parents of our students who have unexcused or unexplained absences. See bar graphs provided below.



90% or more of ILCS students will achieve an average daily attendance of 85% or better as measured by the data collected on daily attendance.

Our attendance rate for the 2007-2008 Academic Year was 86% for the ninth grade and 87% for tenth grade. Our total average daily attendance was 87% as measured by data collected on ATS.



Value Added

