

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

2008- 2009

Charter School Information and Cover Page

Name of Charter School **International Leadership Charter School**

Address **2900 Exterior Street Suite 1R**
Bronx, New York 10463

Telephone **718-562-2300 ext 202** **Fax** **718-562-2235**

BEDS # **320900860904**

District/CSD of Location **84X347/10**

Charter Entity **Chancellor New York City Department of Education**

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

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

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

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

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>
Comprehensive English	2008-09	35	1	3	23	8	31	0	3	20	0	4	1	0	3	0
	2007-08															
	2006-07															
	2005-06															
Integrated Algebra	2008-09	105	18	18	67	2	101	15	18	66	2	4	3	0	1	0
	2007-08															
	2006-07															
	2005-06															
Math B	2008-09	11	7	3	0	1	11	7	3	0	1	0	0	0	0	0
	2007-08															
	2006-07															
	2005-06															
Global History & Geography	2008-09	44	12	2	21	9	42	10	2	21	9	2	2	0	0	0
	2007-08															
	2006-07															
	2005-06															
US History and	2008-	34	3	4	19	8	30	1	4	17	8	4	2	0	2	0

Government

09															
2007-08															
2006-07															
2005-06															

Living Environ.

2008-09	84	5	4	58	17	77	3	4	53	17	7	2	0	5	0
2007-08															
2006-07															
2005-06															

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>							
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>				
			≤ 54	55-64	65-84	≥ 85		≤ 54	55-64	65-84	≥ 85		≤ 54	55-64	65-84	≥ 85	
Phys. Setting/ Earth Sci.	2008-09																
	2007-08																
	2006-07																
	2005-06																
Phys. Setting/ Chemistry	2008-09	21	4	5	11	1	21	4	5	11	1	0	0	0	0	0	
	2007-08																
	2006-07																
	2005-06																
Phys. Setting/ Physics	2008-09	5	3	0	2	0	5	3	0	2	0	0	0	0	0	0	
	2007-08																
	2006-07																

New York State Assessment Results

Regents Competency Test	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
Math	2008-09	5	1	3	1	0	0	0	0	0	5	1	3	1	0	
	2007-08															
	2006-07															
	2005-06															
Science	2008-09	8	1	5	2	0	3	0	2	1	0	5	1	3	1	0
	2007-08															
	2006-07															
	2005-06															
Reading	2008-09															
	2007-08															
	2006-07															
	2005-06															
Writing	2008-09															
	2007-08															
	2006-07															
	2005-06															
Global Studies	2008-09															
	2007-08															
	2006-07															
	2005-															

	06															
US History & Gov't.	2008-09	8	1	5	2	0	3	0	2	1	0	5	1	3	1	0
	2007-08															
	2006-07															
	2005-06															

NYS English as a Second Language Achievement Test	Year	All Students				General Education Students				Students with Disa						
		Total Tested	% Scoring:				Total Tested	% Scoring:				Total Tested	% Scoring abov			
			≤54	55- 64	65- 84	≥85		≤54	55- 64	65- 84	≥85		≤54	55- 64		
Listening & Speaking (Gr. 7-8)	2008- 09															
	2007- 08															
	2006- 07															
	2005- 06															
Reading &Writing (Gr. 7-8)	2008- 09															
	2007- 08															
	2006- 07															
	2005- 06															
Listening & Speaking (Gr. 9-12)	2008- 09	31	3	3	8	17	23	3	3	4	13	8	0	0		
	2007- 08															
	2006- 07															
	2005- 06															
Reading &Writing (Gr. 9-12)	2008- 09	31	3	3	8	17	23	3	3	4	13	8	0	0		
	2007- 08															
	2006- 07															
	2005- 06															



Other Student Assessment Data
2008-09

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	6/18/09 LE/Biology	97	13			84		90%	N=58 >65 N=17 >85 <u>SN</u> <u>students</u> N= 5>65 <u>SN/ELL</u> N=3>65 <u>ELL</u> <u>students</u> N=6 >65
9	6/19/09 Integrated Algebra	97	18			79		68%	N=67>65 N=2>85 <u>SN</u> <u>students</u> N=2>65 <u>ELL</u> <u>Students</u>

									N=5>65
10	6/19/09 Global History & Geography	63	19			44		68%	N=21 >65 N= 9 >85 <u>ELL</u> <u>Students</u> N=1>65
10	6/17/09 Chemistry	63	42			21		57%	N=12>65 N=1>85
11	6/17/09 & 6/18/09 English Comp	54	19			35		89%	N=23>65 N=8>85 <u>3 SN</u> <u>students</u> >65 <u>ELL</u> <u>Students</u> N=3>65
11	6/16/09 U.S. History & Gov't	54	20			34		80%	N=19>65 N=8>85 <u>SN</u> <u>students</u> N=2>65

* 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
2007-08**

Charter School Name: International Leadership Charter School
School Year: 2008-2009

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.	81% of 9 th Grade students passed English I course as measured by the passing grade of 70 or greater on the Final Quarter of the 08-09 Academic Year. 90% of 10 th Grade students passed English II course as measured by the passing grade of 70 or greater on the Final Quarter of the 08-09 Academic Year. 89% of students passed English Comprehensive Regents Examination passed at >65.	Final Quarter Report Card Grades Final Quarter Report Card Grades New York State English Comprehensive Regents Examination	Yes	
ILCS shall make AYP in Mathematics as measured by the Final Quarter Report Card	80% of 9 th Grade students passed Algebra I course as measured by the passing grade of 70 or greater on the Final Quarter of the 08-09 Academic Year.	Final Quarter Report Card Grades	Yes	
90% of students who sit annually for Regents Exam in Science will pass these assessments.	90% of those students seated for the Living Environment Regents passed at >65.	New York State Regents Exam The Living Environment	Yes	

90% of students sit annually for Regents Exam in Mathematics will pass these assessments by final year of school's charter.	68% of those 9 th grade students seated for the Integrated Algebra passed at >65	New York State Regents Examination Integrated Algebra	Yes	See additional Evidence
ILCS shall outperform neighboring community high schools in History.	89% of students seated for the U.S. History and Government Regents passed at >65.	New York State Regents Examination U.S. History and Government	Yes	
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 84% and our attrition rate was 6% of our student enrollment for the 2008-2009 Academic Year.	ATS	Yes	
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 2008-2009 Academic Year was 90% as measured by data collected on ATS.	ATS	Yes	
<u>Value Added</u> By the 10 th grade our students will have passed three or more Regents.	59% of our students in second cohort (10 th grade) have passed two or more Regents. 78% of our students in first cohort (11 th grade) have passed three or more Regents.	Regents Examinations	Yes	

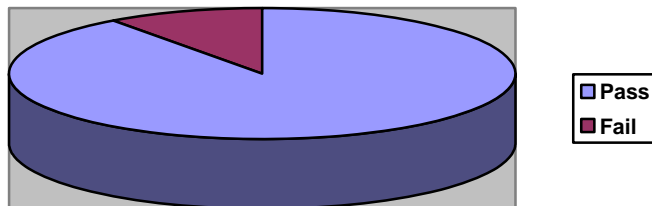
II. Additional Evidence/Reflection on Progress Towards Goals

90% of students who sit annually for Regents Exam in Science and Mathematics will pass these assessments by the final year of school's charter.

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. Although this is a long term goal we have achieved our long range (5 year) achievement target in the area of Science as demonstrated by externally moderated measures primarily performance on the New York State Regents Examination.

Our charter school is currently a Self Assessment school. Our first graduating cohort will take place in June 2010. The students in our third cohort (9th grade) met and exceeded expectations in Science as measured by their performance on the June 2009 New York State Living Environment Regents Examination. The performance results of the 9th grade demonstrates that 90% passed at the new state cutoff score >65. These results also demonstrate that we have met our achievement target for the final year of charter at the end of Year Three. Please see the chart below.

**Third Cohort
Grade 9
Living Environment Regents
June 2009
Percent Pass & Fail**

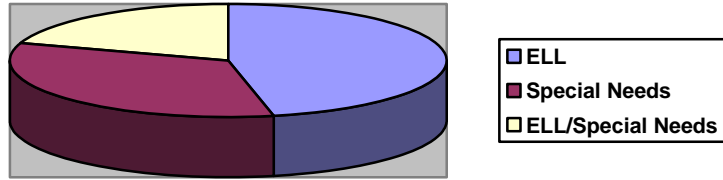


Total Tested	84	Percent
Total Passed	76	90%
Total Failed	8	10%

Upon a careful analysis of the disaggregated scores for the ELL, Specials Needs and ELL/Special Needs students on the Living Environment exam, the benefits of full inclusion and heterogeneous grouping for this cohort are demonstrated in their overall performance. The achievement outcomes for the ELL and Special Needs population, also demonstrates the value of having ongoing professional development on how to

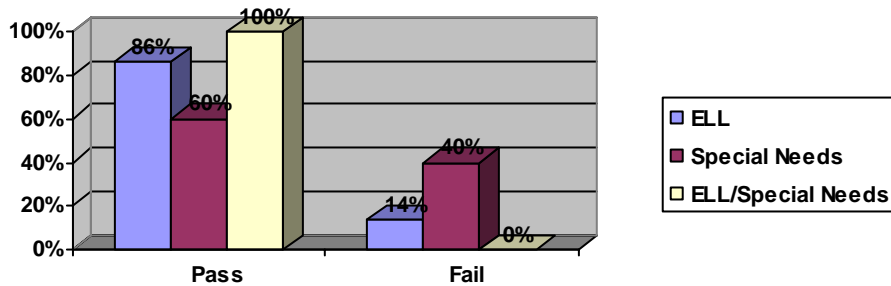
differentiate instruction in a culture of high expectations. Please see the chart provided below with the disaggregated data that reflects the performance of this population. Eighty Six percent (86%) of Special Needs students, 60% percent (60%) of ELL/Special Needs and One hundred percent (100%) of ELL students seated for the Living Environment exam passed at the new state cut off of >65.

**Third Cohort
Grade 9
Living Environment Regents
June 2009
ELL and Special Needs Groups**



ELL/Special Needs	ELL/Special Needs		ELL		Special Needs		Total Tested
Number/ Percent of Students	3	20%	7	47%	5	33%	15

ELL and Special Needs Groups Pass-Fail



ELL/Special Needs	Total Tested	Pass		Fail	
ELL	7	6	86%	1	14%
Special Needs	5	3	60%	2	40%
ELL/Special Needs	3	3	100%	0	0%
Total	15	12	80%	3	20%

In the area of Mathematics our school's leadership and Board of Trustees continue to be committed to our mission of high expectations of academic attainment for all of our students by Year five our school's charter. The academic progress that our Third cohort of students (9th Grade) demonstrated on their performance on the Integrated Algebra Regents in June 2009 is evidence that we meeting our benchmark of our students passing by 2011.

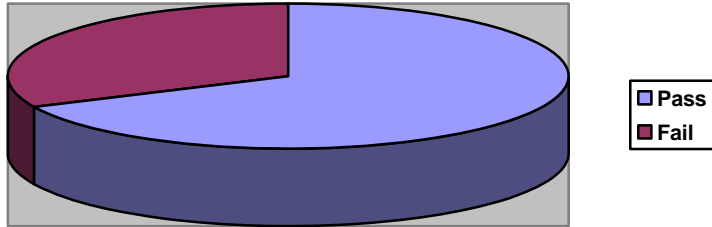
The steady pattern of academic progress as measured by results on the NYS Regents examination in mathematics shows that our first, second and third cohort have made steady gains in Year One (62%), Year Two (63%). In Year Three sixty-eight percent (68%) of our students passed at the new state cutoff score of > 65 in the June 2009 administration.

Sixty-three percent of the ELL students seated for exam (8) passed the Integrated Algebra exam. Although our students outperformed their peers in neighboring high schools as measured by the attainment of scores on the Integrated Algebra examination, and we expected results that were closer to 75% passing. After careful review of the data, there appeared to be three factors that impacted upon the results for the third cohort (9th Grade). The first factor was test performance on a fairly new mathematics Regents exam - Integrated Algebra. The second factor was the new statewide passing cutoff score which was increased to >65 as of January 2009. Please see the charts provided below for total students seated (79) and percentage passing (68%) in the 9th grade. The third factor was the number of Special Needs students (2) and ELL/Special Needs students (4) who sat for the exam and failed. Most of the Special Needs (SN) or ELL students would have passed at the previous >55 passing cut off score. The current passing score of > 65 presented a challenge for this population of students.

In conclusion, we are very pleased that 100% of SN students and 63% of the ELL students seated for the Integrated Algebra exam passed. Please see the chart below. In addition, most of the 9th grade SN and ELL students who did not perform as well on the Integrated Algebra Regents performed exceptionally well on the Living Environment Regents. We will continue to strive for increased results on the NYS Regents in Integrated Algebra while simultaneously implementing test taking strategies to assist the Special Needs student in having a greater opportunities for success in the area of mathematics.

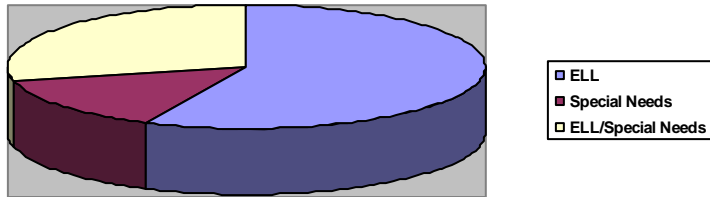
ELL and Special Needs Groups

**Third Cohort
Grade 9
Integrated Algebra
Regents June 2009**



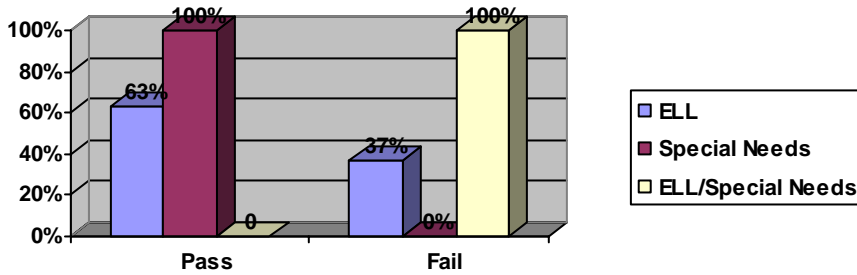
Total Tested	79	
Total Passed	54	68%
Total Failed	26	32%

**Third Cohort
Grade 9
Integrated Algebra
Regents June 2009**



ELL/Special Needs	ELL/Special Needs		ELL		Special Needs		Total Tested
Number/ Percent of Students	4	29%	8	57%	2	14%	14

**Integrated Algebra Regents June 2009
Grade 9
ELL and Special Needs Groups Pass-Fail**



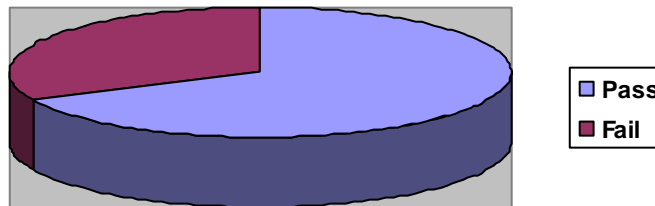
ELL/Special Needs	Total Tested	Pass		Fail	
ELL	8	5	63%	3	37%
Special Needs	2	2	100%	0	0%
ELL/Special Needs	4	0	0%	4	100%
Total	14	7	50%	7	50%

Performance

on Global History Regents Examinations

68% of those 10th grade students seated for the Global History Regents passed exceeding performance of neighboring community high schools. Please see the chart that is provided below.

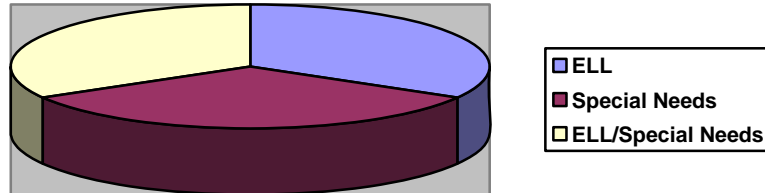
**Second Cohort
Grade 10
Global History & Geography
Regents June 2009**



Total Tested	44	
Total Passed	30	68%
Total Failed	14	32%

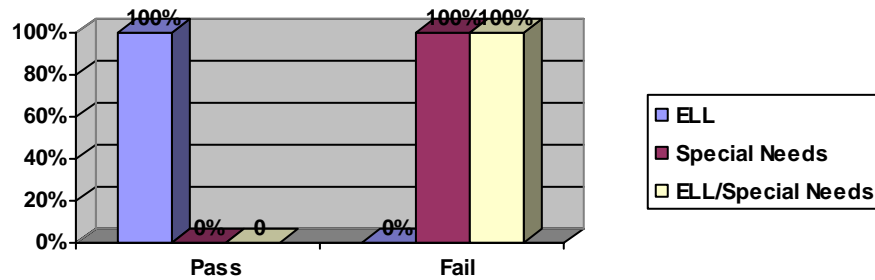
ELL and Special Needs Groups

Global History & Geography Third Cohort Grade 10 Regents June 2009



ELL/Special Needs	ELL/Special Needs		ELL		Special Needs		Total Tested
Number/ Percent of Students	1	33%	1	33%	1	33%	3

Global History & Geography Third Cohort Grade 10 Regents June 2009 ELL and Special Needs Groups Pass-Fail

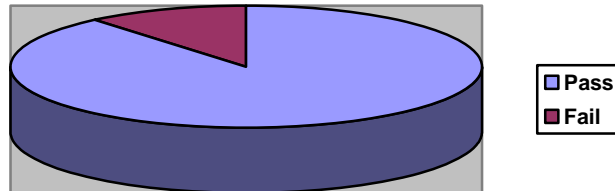


ELL/Special Needs	Total Tested	Pass		Fail	
ELL	1	1	100%	0	0%
Special Needs	1	0	0%	1	100%
ELL/Special Needs	1	0	0%	1	100%
Total	3	1	33%	2	67%

For
the
June
2009

administration of the Regents exams in the areas of Science, English, and U.S. History 90% our students have met and exceeded expectations as compared with neighboring schools and measured against the stated goals (>75% passing) in the Accountability Plan for Charter Schools at the New York City Department of Education (NYCDOE).

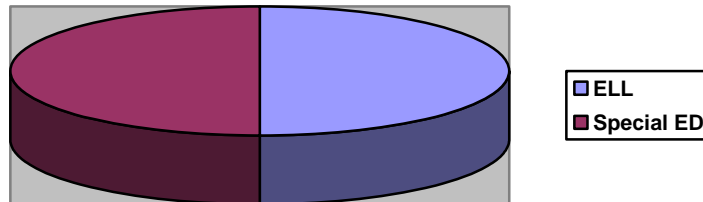
**First Cohort
Grade 11
English Comprehensive Regents
June 2009**



Total Tested	35	Percent
Total Passed	31	89%
Total Failed	4	11%

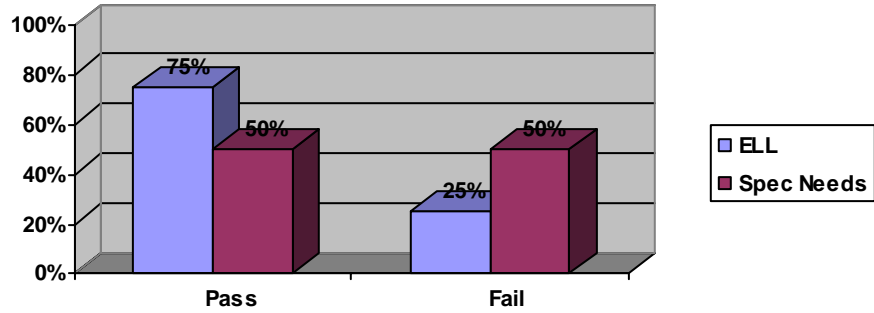
ELL and Special Needs

**First Cohort
Grade 11
English Comprehensive Regents
June 2009**



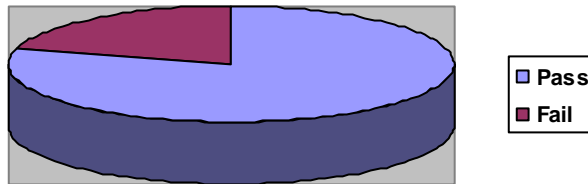
ELL & Spec Needs	E.L.L		Spec. Needs		Total Tested
Number/ Percent of Students	4	50%	4	50%	8

**First Cohort
Grade 11
English Comprehensive Regents
June 2009
ELL & Special Needs Groups**



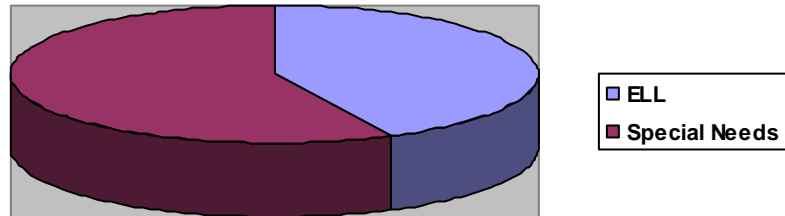
ELL & Spec Needs	Pass		Fail	
	ELL	3	75%	1
Special Needs	2	50%	2	50%
Total Tested	5	62%	3	38%

**First Cohort
Grade 11
U.S. History & Government Regents
June 2009**



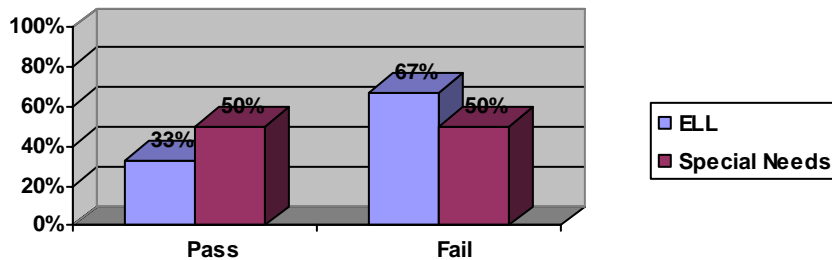
Total Tested	34	Percent
Total Passed	27	80%
Total Failed	7	20%

**First Cohort Grade 11
U.S. History & Government Regents
June 2009
ELL and Special Needs Groups**



ELL & Special Needs	ELL		Special Needs		Total Tested
Number/ Percent of Students	3	43%	4	57%	7

**U.S. History & Government Regents June 2009
Grade 11
ELL and Special Needs Groups**



Our	ELL and Special Needs	Pass		Fail		student
	ELL	1	33%	2	67%	
Special Needs	2	50%	2	50%		
Total Tested	3	43%	4	57%		

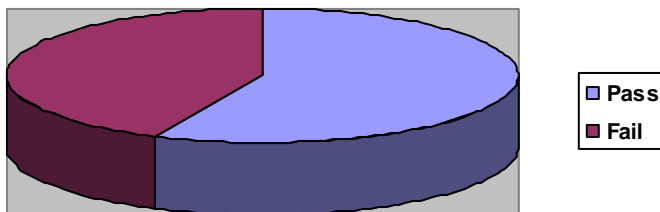
population is predominantly Latino (76%) and linguistically diverse with varying levels of proficiency and literacy in English. Sixteen percent (15%) of our students are ELLs and 11% are Special Needs. An annual performance goal of 75% of cohort passing is within 7% points closer to how our students have performed annually in the areas of Mathematics. These results are aligned with our authorizer's (NYCDOE) Accountability Plan. In consultation with the Office of Charter Schools at the NYCDOE we submitted an official request to our authorizer in March of 2009 for a material change for consistency with the NYCDOE performance benchmarks found in their Accountability Plan which is at 75%. In order to maintain ongoing sustainable high levels of student

performance and to ensure that our charter school continues to meet our desired achievement goals, we opened additional course review sections in Chemistry and Integrated Algebra in the previous academic year for students who are scheduled to re-take the Regents. This will contribute toward staying on course and meeting our performance benchmarks. We also continue to provide ongoing instructional support and enrichment for ELL and Special Needs students.

Value Added

The Living Environment (LE) Regent examination is the required science regent that we prepare and accelerate our high school students to sit for in the ninth grade. The students who have passed the LE Regents are also prepared for one additional science regents which is the Chemistry Regents. As a High School, our students benefit from taking and passing a Chemistry Regents for Advanced Regents credit at >85 passing score. In addition, our charter school receives additional points towards our Performance Index (PI) that is calculated into our overall scores that will be reported in our “School Report Card” in 2011. Every student who has already met one science requirement and has taken and passed a second science Regent contributes positively to increasing our school’s accountability report. In addition to taking and passing LE this academic year 57% of the students seated for the Chemistry Regents exam in our second cohort passed. Please see the chart provided below.

**Second Cohort
Grade 10
Chemistry Regents
June 2009**



Total Tested	21	Percent
Total Passed	12	57%
Total Failed	9	43%

**Charter School Student Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of students leaving for lack of transportation	0	3	0	
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	5	1	3	
Number of students leaving for more restrictive special education setting	1	0	0	
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	5	2	4	
Number leaving for other reasons (undetermined)	4	5	4	
Total number of students leaving.	15	11	11	N/A
Highest Number Enrolled (July 1 – June 30)	243	168	88	N/A
Total Percent Attrition	6% (.06)	7% (.07)	12% (.12)	N/A

**Charter School Teacher Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of Classroom Teachers	16	12	7	
Number of Special Area Teachers	3	1	2	
Total Number of Teachers	19	13	9	
Total Number of Teachers Leaving	2	1	4	
Total Percent Attrition	10% (.10)	1% (.08)	44% (.44)	N/A

**THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF ELEMENTARY, MIDDLE, SECONDARY AND
CONTINUING EDUCATION**

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**CHARTER SCHOOL ANNUAL
REPORT OF FISCAL PERFORMANCE
PUBLIC SCHOOL CHOICE PROGRAMS
FOR THE SCHOOL YEAR ENDED 6/30/09
ROOM 462, EDUCATION BUILDING ANNEX
ALBANY, NEW YORK 12234**

Charter School Name: International Leadership Charter School	
Contact Person: Dr. Elaine Ruiz Lopez	Phone: 718-562-2300

REVENUES

A. STATE SOURCES	<u>538,188</u>
B. FEDERAL SOURCES	<u>133,687</u>
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	<u>3,066,773</u>
2. STATE AID-PUPILS WITH DISABILITIES	<u> </u>
3. FED. AID-PUPILS WITH DISABILITIES	<u> </u>
4. OTHER REV FROM PUB SCH DISTRICTS	<u> </u>
D. ALL OTHER REVENUES	<u>4,656</u>
E. TOTAL REVENUES FROM ALL SOURCES	<u><u>3,743,304</u></u>
S. ENROLLMENT	<u>218.03</u>
T. EXPENDITURES PER PUPIL	<u>17,468</u> (R/S)

SALARIES

F. GENERAL ADMINISTRATION	<u>391,294</u>
G. INSTRUCTIONAL SUPERVISION	<u>82,100</u>
H. ALL OTHER INSTRUCTION	<u>775,332</u>
I. PUPIL SERVICES	<u>88,156</u>
J. PUPILS WITH DISABILITIES	<u>48,500</u>
K. TRANSPORTATION	<u> </u>
L. COMMUNITY SERVICE	<u> </u>
M. OPERATION & MAINTENANCE	<u>76,328</u>
N. EMPLOYEE SALARIES	<u> </u>
O. DEBT SERVICE	<u> </u>
P. SCHOOL LIAISON	<u> </u>
Q. CAPITAL EXPENDITURES	<u> </u>
R. GRAND TOTAL	<u> </u>

**COMPLETED FORM MUST BE RETURNED
NO LATER THAN AUGUST 1, 2008**

Signature: _____
Chief School Officer

Date: _____

