

Table of Contents

New York State Report Card Page 2

Key Focus Areas

Appendix A: Progress Toward Charter Goals

Academic Goals Table Page 3

Organizational Goals Table Page 4

Financial Goals Table Page 5

Charter Specific Goals Table Page 6

Attachments

Student Achievement Results
NYS Regents Exams June 2012

US History & Government Page 7

English Comprehensive Page 12

Living Environment Page 17

Global History & Geography Page 22

Integrated Algebra Page 27

Financial Information

Appendix C: Total Expenditures and Administrative Expenditures per Child

Appendix E: FY 2013 Budget

Appendix F: Disclosure of Financial Interest Form

NYS Report Card Link

<https://reportcards.nysed.gov/files/2010-11/CIR-2011-321000860904.pdf>

<https://reportcards.nysed.gov/files/2010-11/AOR-2011-321000860904.pdf>

Appendix A: Progress Toward Charter Goals

Academic Goals Table

2011-2012 Progress Toward Attainment of Academic Charter Goals			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
75%> of students who sit annually for Regents exams in Integrated Algebra will pass this assessment.	NYS Regents Exams Integrated Algebra	90%	
75%> of students who sit annually for Regents Exam in Living Environment will pass this assessment.	NYS Regents Exams Living Environment	100%	
ILCS shall make AYP in English as measured by 75%> passing rate on the New York State English Regents Exam. ILCS shall make AYP in Mathematics as measured by 75%> passing rate on the NYS Algebra Regents Exams.	NYS Regents Exams English Integrated Algebra	100% 90%	
ILCS shall outperform neighboring community high schools in History assessments.	NYS Regents Exams US History & Government	Global History 87% US History 100%	
75%> of students will have a higher pass rate on the NYS Regents exams in English, Integrated Algebra and Living Environment will have a 20%> higher pass rate on the NYS Regents exam as compared with the CSD high schools.	NYS Regents Exams English Living Environment Integrated Algebra	English 100% Living Env 100% Algebra 90%	

Student attendance rates will exceed those neighboring community district high schools as measured by data collected on daily attendance.	ATS Daily Attendance	95%	
---	-------------------------	-----	--

Organizational Goals Table

2011-2012 Progress Toward Attainment of Organizational Charter Goals			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
ILCHS will retain students by 85% or greater by end of first year for second term of charter.	ATS and student attendance 95%.	Yes. Goal attained as evidenced by Progress Report A rating and Annual ATS data.	
ILCHS will retain teachers by 90% or greater by first year of second term of charter.	As measured by teachers returning for the next academic year.	Yes. Goal attained as evidenced by teacher retention at ninety five percent (97%) until end of academic year.	
ILCHS will maintain a Parent's Association with representation on the Board of Trustees.	Increased parent participation in the school's governance issues and development of plans to expand the school.	Quarterly Meetings held with school leadership and parent advisory council.	
ILCHS will build a new school facility and secure private financing to accomplish this goal.	Securing financing to purchase a lot of land for the expansion and build out of a 30, 000 SF school building for the 2013-2014 school year.	Yes. Both financing and lot was secured.	
ILCHS will maintain a fiscally viable organization.	ILCHS demonstrated a positive cash flow and surplus to meet its organizational goals for a new facility.	Yes. See Annual Audits posted on our website www.ilchs.org	

Financial Goals Table

2011-2012 Progress Toward Attainment of Financial Charter Goals

Financial goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
ILCHS will maintain and sustain a fiscally viable operation and maintain a positive cash flow at the end of fiscal year.	Audited and Unaudited Financial Statements	Yes-Progress made as evidenced by our audited and unaudited financial statements.	
ILCHS will attract funders whom are interested in providing financial support to our college preparatory model.	Increase number of Foundations & corporations that have responded to letters and grant proposals for funding.	Yes. The Charles Hayden Foundation presented ILCHS with our first \$25,000.00 grant in support of our model. In addition, we received \$100,000.00 Grant from the Julio Martinez Foundation to support our charter school and its operations.	
ILCHS will secure financing in the amount of one million dollars for new school facility project.	Loan from financial institution and partial payment toward new school facility project.	Yes-Progress made as evidenced by the land acquired.	

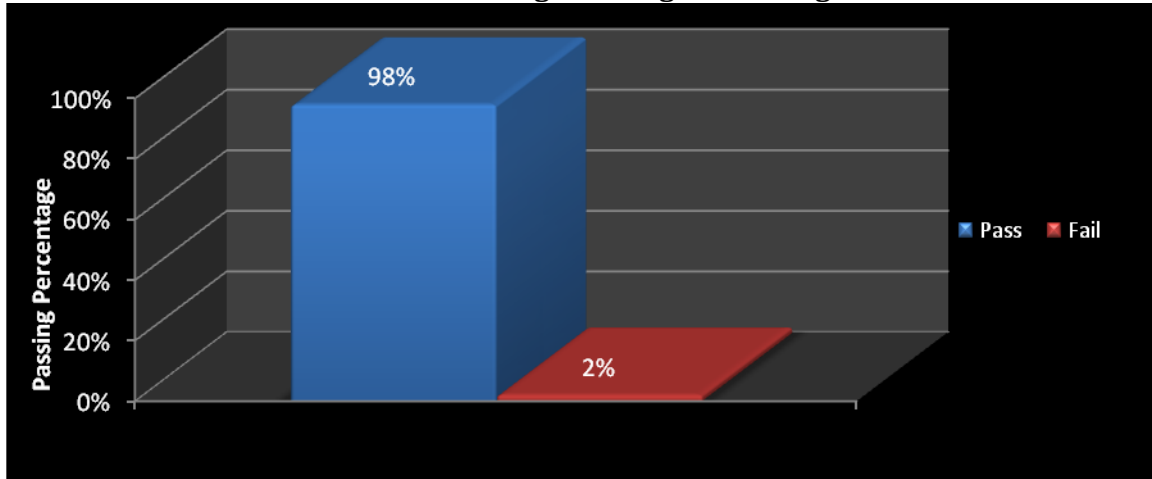
Charter-Specific Goals Table¹

2011-2012 Progress Toward Attainment of Charter-Specific Goals			
Charter-specific goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
75% or greater of each annual cohort will graduate within four years.	Percentage of students completing graduation requirements and diplomas issued.	Yes-92% of students continuously enrolled in third cohort graduated in four years.	
85% or greater of graduates will enroll in the college of their choice.	Percentage of students whom have received college acceptance letters.	Yes. 98% of our graduates received college acceptance letters.	
75% or greater of our graduates will enroll in 4 Year Colleges.	Percentage of students accepted in 4 Year Colleges.	Yes. 81% of our graduates have been accepted to 4 Year Colleges.	
Our charter school will participate in at least one International Conference representing the global community.	15 of our students participated in two Model United Nations Conference and represented Switzerland, UK, Japan and Finland. Also our students were invited to participate in the opening ceremonies and special demonstration for the Tae Kwon Do Tournament. Our students and school were featured in the Korean News and we were visited by the Korean Consulate.	Our school received honorable mention for our representation of Japan.	
Our students will complete their internship in various organizations through Internship & CDP.	Completion of 200 hours of community service/development.	99% of our students successfully completed internships in over 30 organizations throughout the Bronx and NYC.	

¹ Charter-specific goals can include objectives that support the school's model and/or essential characteristic, such as core area of expertise or theme (e.g. technology, arts. etc).

**Attachment
Student Achievement Results
New York State Regents Exams
June 2012**

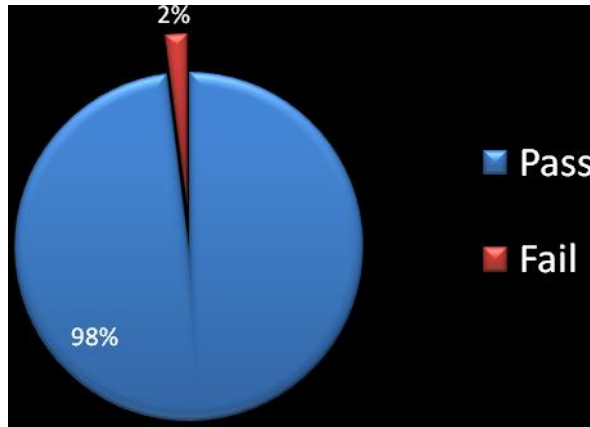
**U.S. History & Government
Percentage Passing and Failing**



N= 54

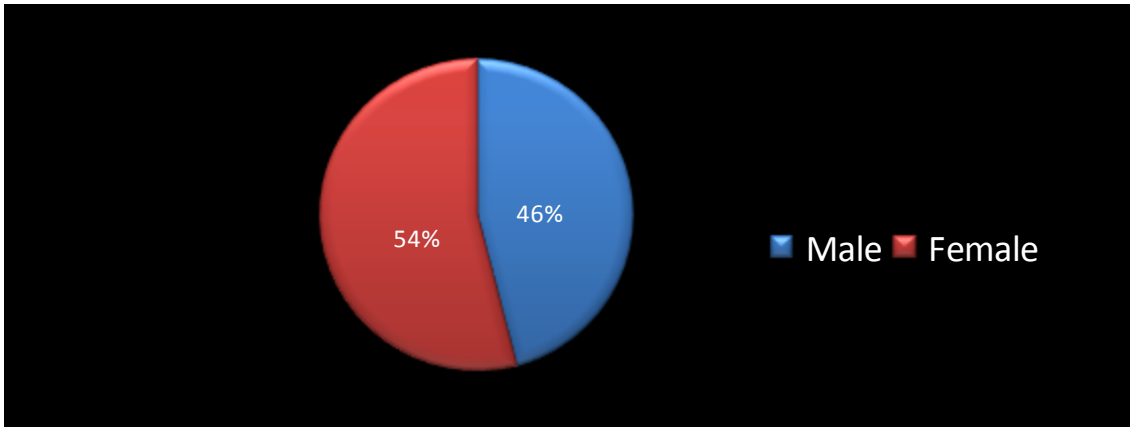
Percentage Passing	98%
Percentage Failing	2%

Percentage Passing and Failing



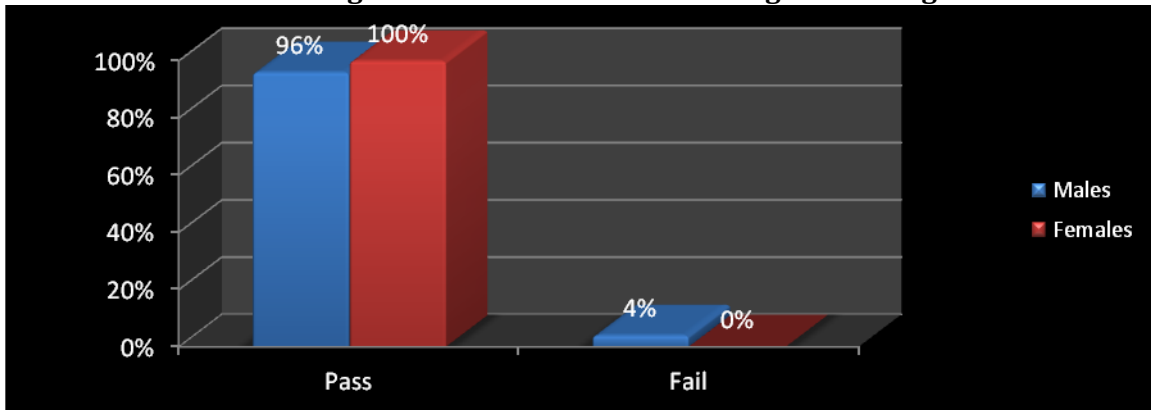
Pass/ Fail	Total # Pass / Fail
Pass	53
Fail	1

Gender Groups Tested



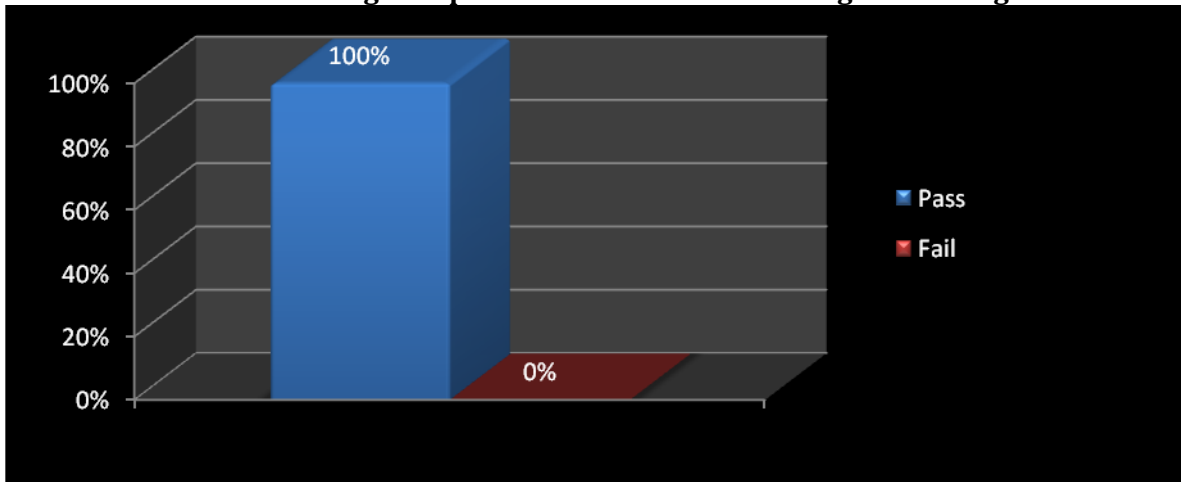
Gender Groups	Gender Groups Distribution
Male	25
Female	29

Percentage of Males and Females Passing and Failing



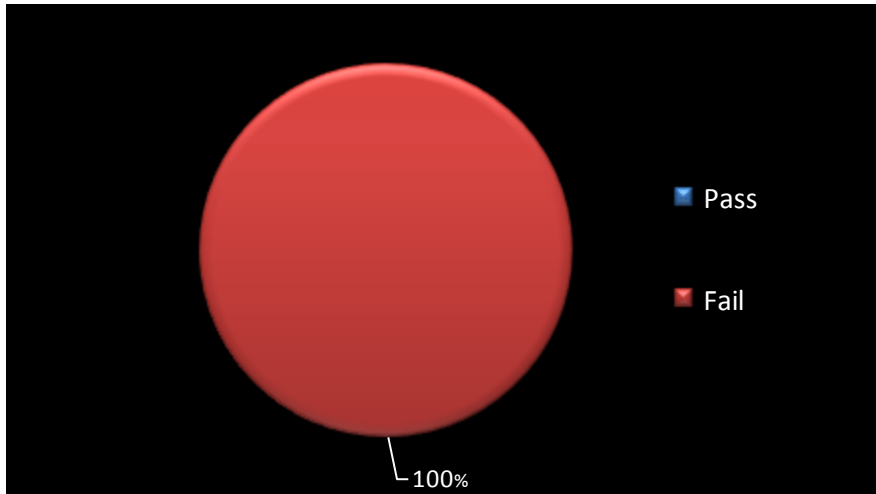
Gender Groups	Total # Pass	Total # Fail
Male	24	1
Female	29	0

Percentage of Special Needs Students Passing and Failing



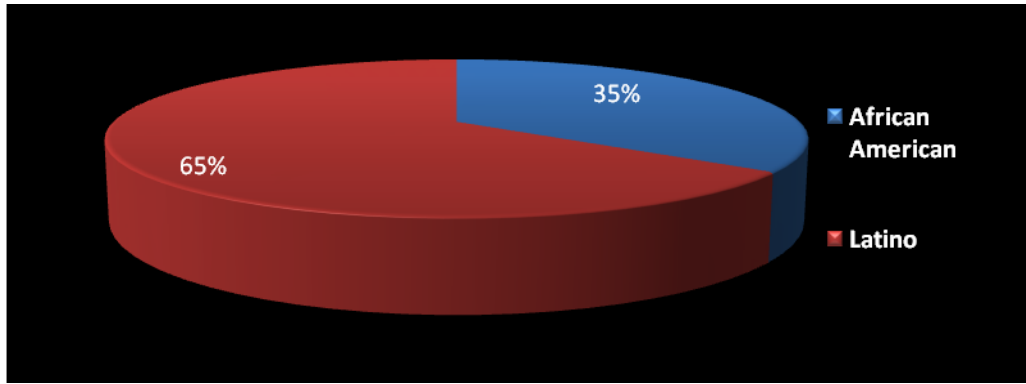
	Total # Pass	Total # Fail
Special Needs	6	0

Percentage of English Language Learners Students Passing and Failing

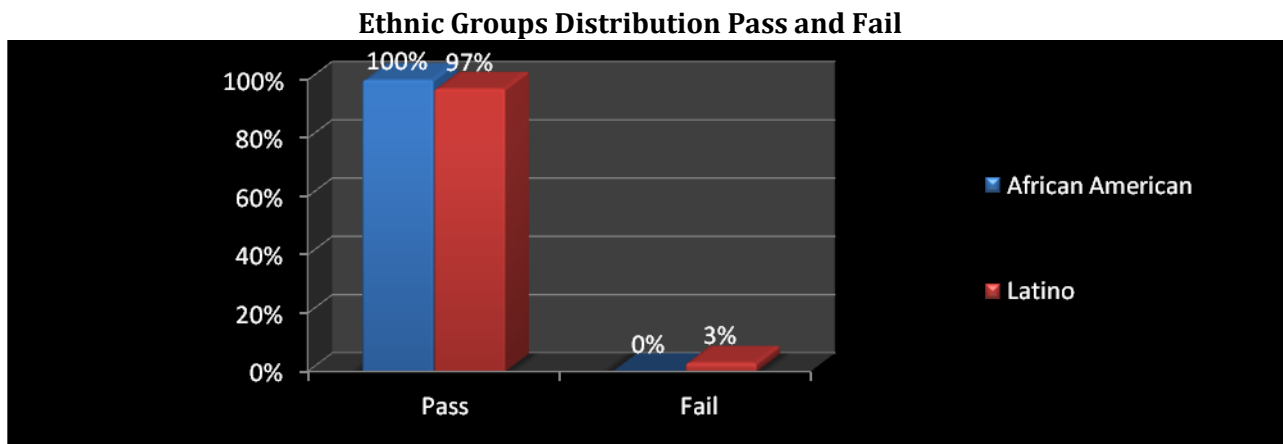


	Total # Pass	Total # Fail
ELL	0	1

Ethnic Groups Distribution

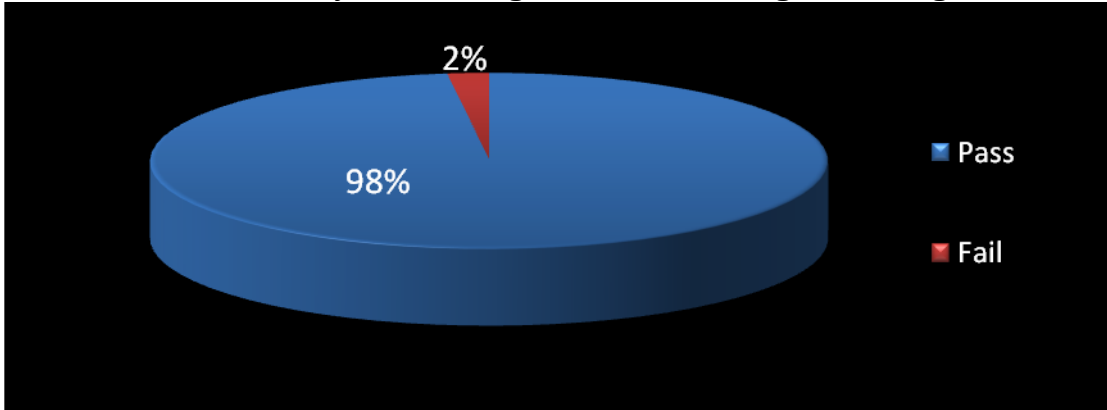


Ethnic Groups	Ethnic Groups Distribution
African American	35%
Latino	65%



Ethnic Groups	Total # Pass	Total # Fail
African American	19	0
Latino	34	1

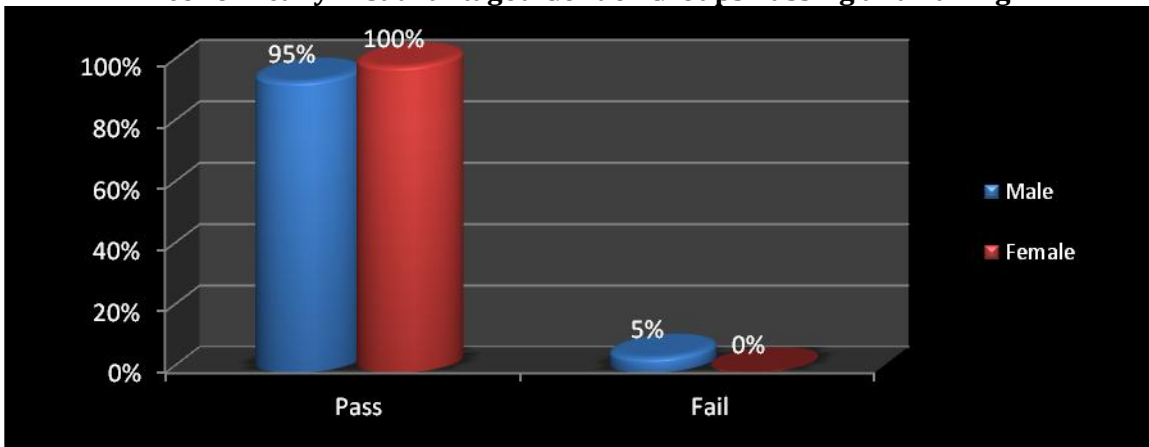
Economically Disadvantaged Students Passing and Failing



N= 49

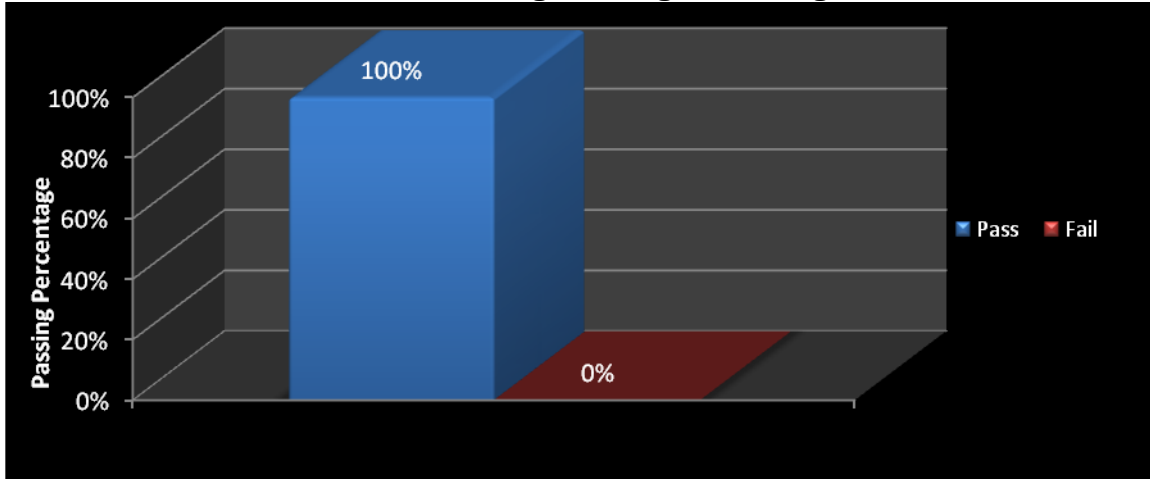
	Total # Pass	Total # Fail
Economically Disadvantaged	48	1

Economically Disadvantaged Gender Groups Passing and Failing



Economically Disadvantaged Gender Groups	Total # Pass	Total # Fail
Male	21	1
Female	27	0

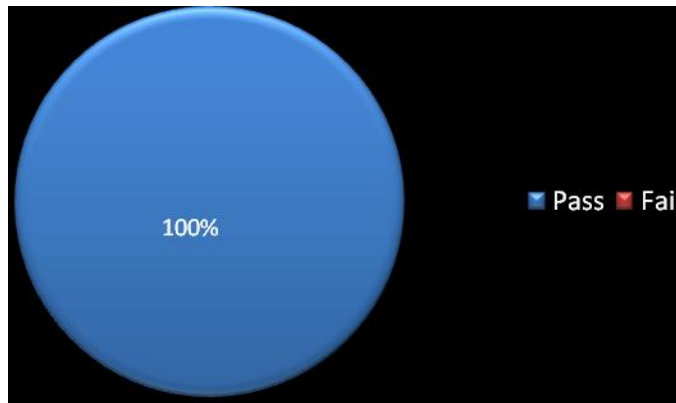
**Comprehensive English
Percentage Passing and Failing**



N= 52

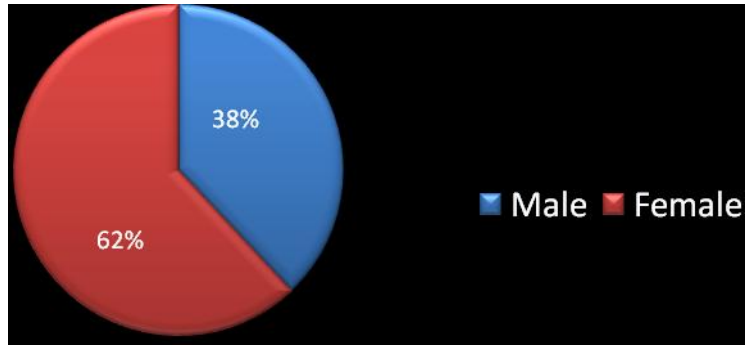
Percentage Passing	100%
Percentage Failing	0%

Percentage Passing and Failing



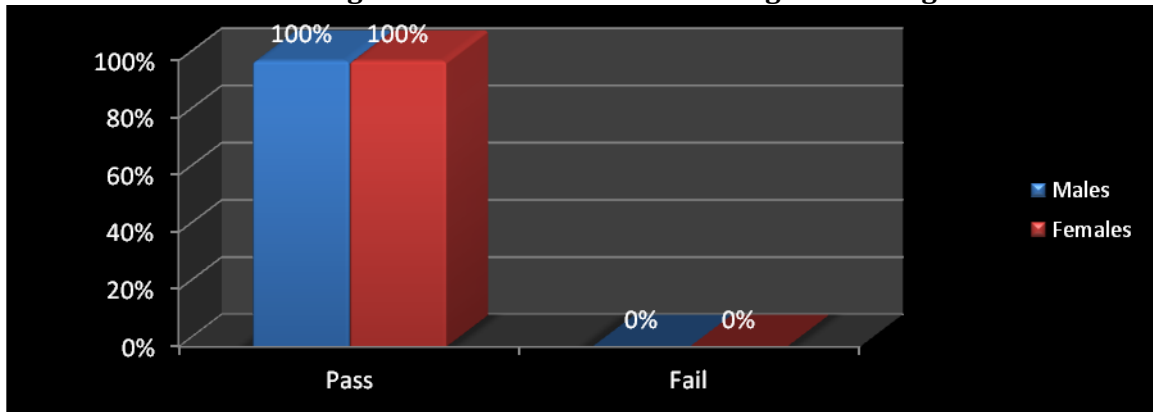
Pass/ Fail	Total # Pass / Fail
Pass	53
Fail	1

Gender Groups Tested



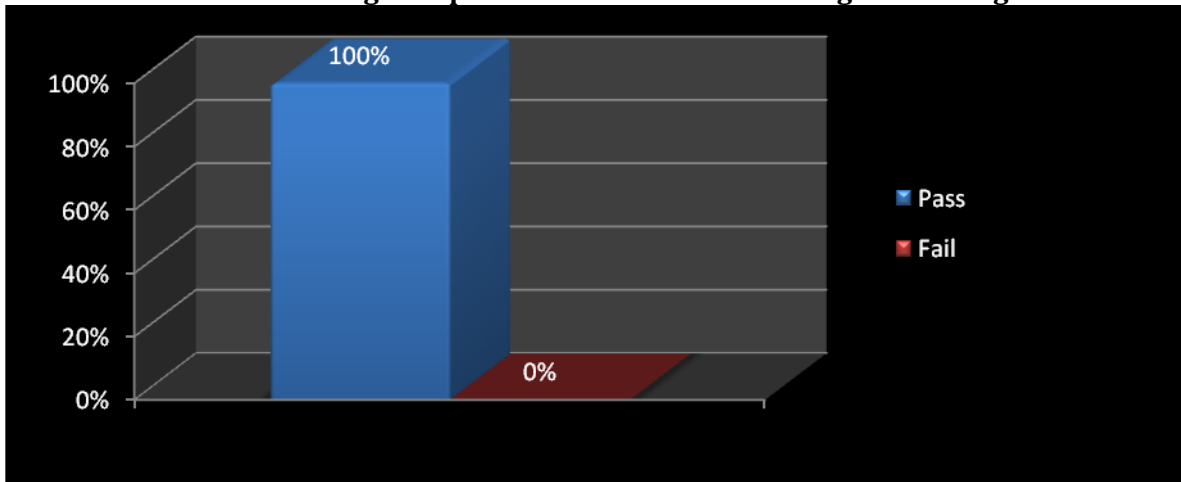
Gender Groups	Gender Groups Distribution
Male	20
Female	32

Percentage of Males and Females Passing and Failing



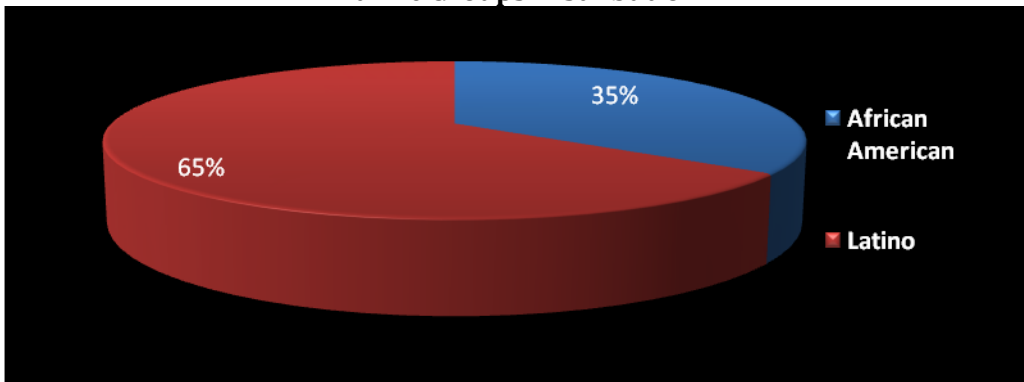
Gender Groups	Total # Pass	Total # Fail
Male	20	0
Female	32	0

Percentage of Special Needs Students Passing and Failing



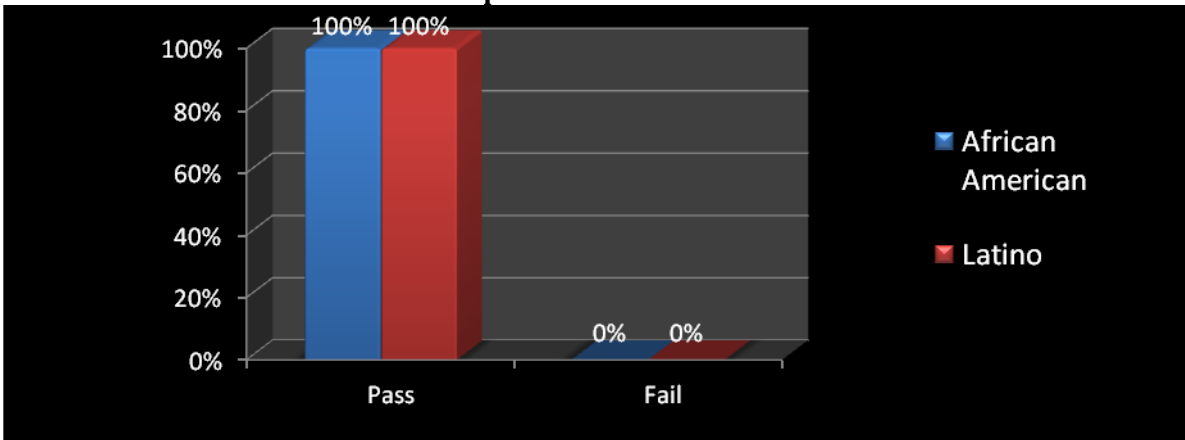
	Total # Pass	Total # Fail
Special Needs	4	0

Ethnic Groups Distribution



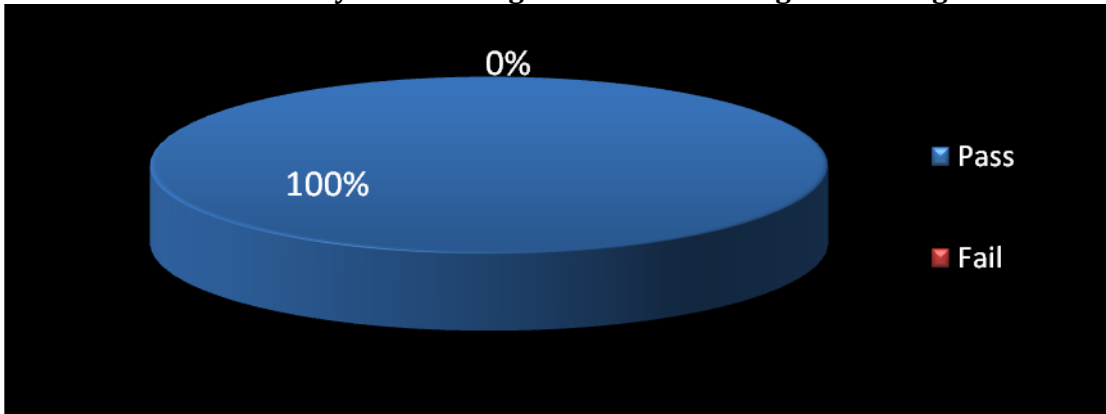
Ethnic Groups	Ethnic Groups Distribution
African American	35%
Latino	65%

Ethnic Groups Distribution Pass and Fail



Ethnic Groups	Total # Pass	Total # Fail
African American	34	0
Latino	18	0

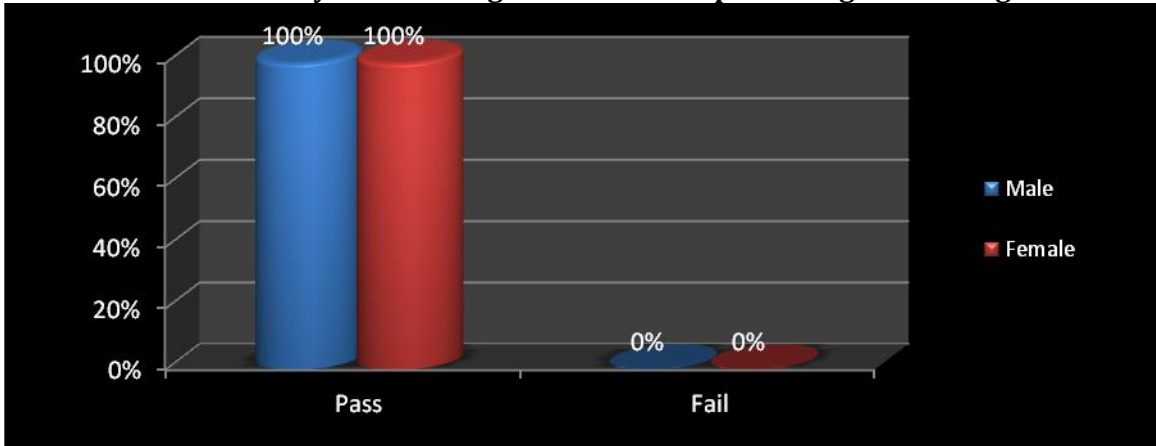
Economically Disadvantaged Students Passing and Failing



N= 49

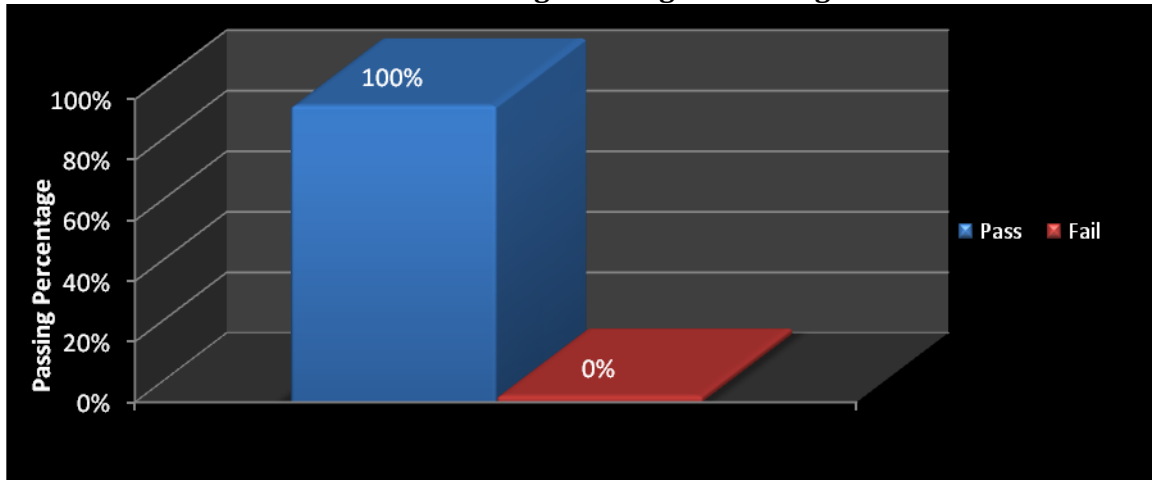
	Total # Pass	Total # Fail
Economically Disadvantaged	49	0

Economically Disadvantaged Gender Groups Passing and Failing



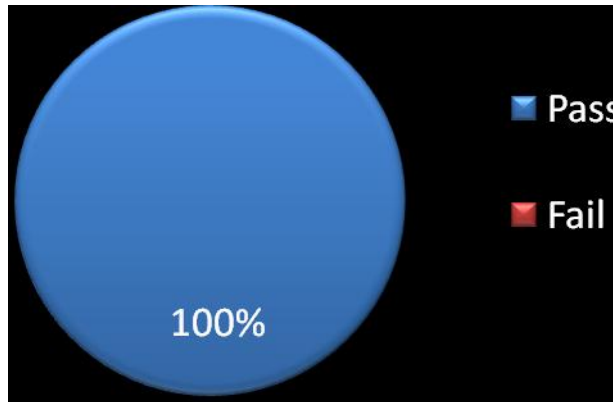
Economically Disadvantaged Gender Groups	Total # Pass	Total # Fail
Male	20	0
Female	29	0

**Living Environment
Percentage Passing and Failing**



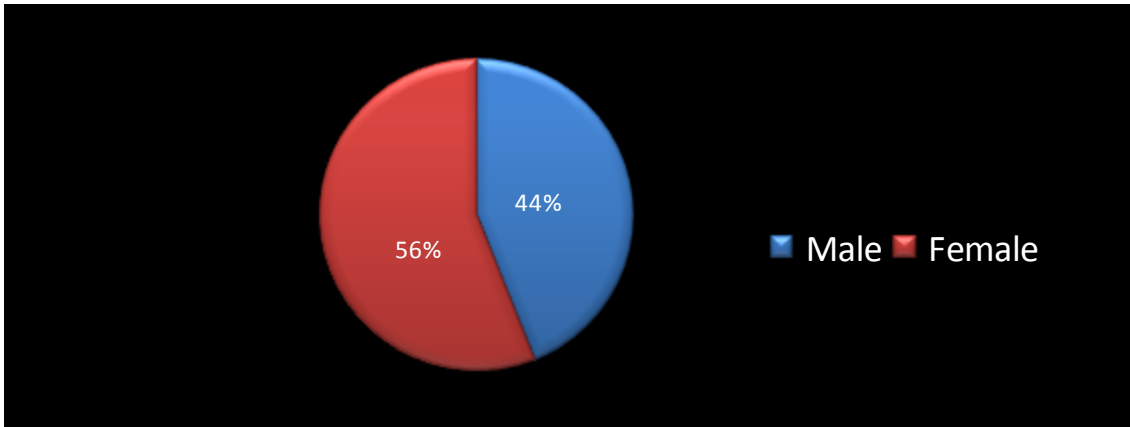
Percentage Passing	100%
Percentage Failing	0%

Percentage Passing and Failing



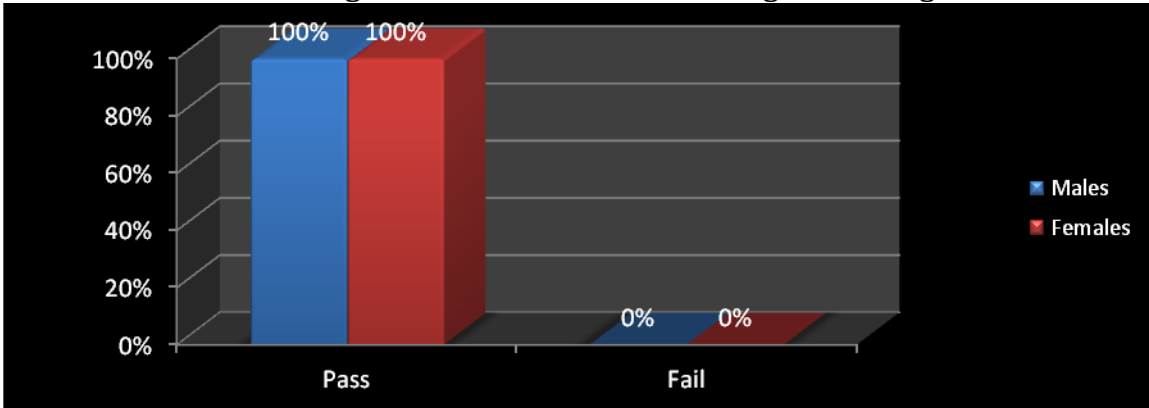
Pass/ Fail	Total # Pass / Fail
Pass	89
Fail	0

Gender Groups Tested



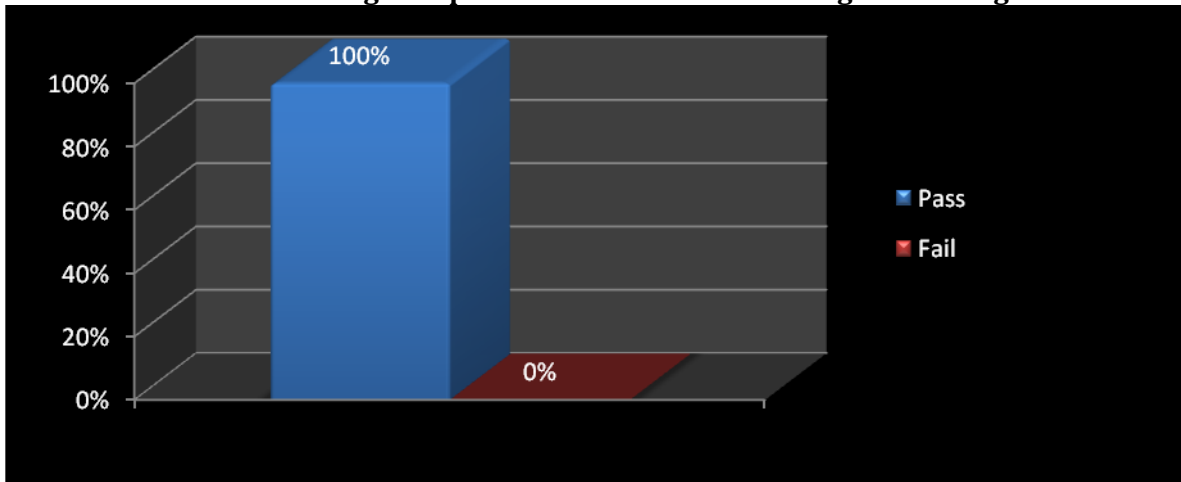
Gender Groups	Gender Groups Distribution
Male	39
Female	44

Percentage of Males and Females Passing and Failing



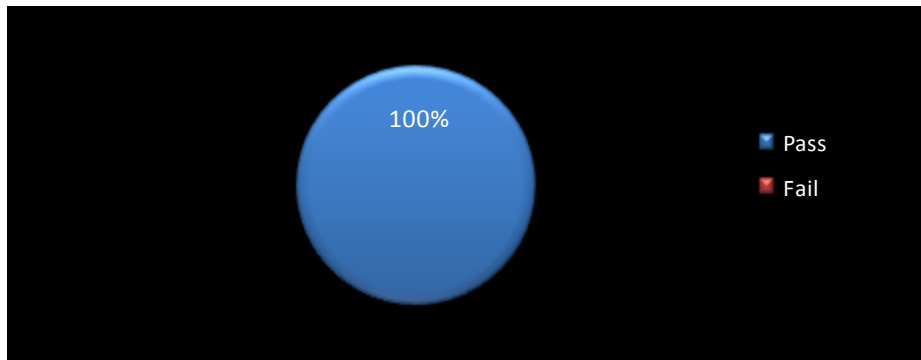
Gender Groups	Total # Pass	Total # Fail
Male	39	0
Female	44	0

Percentage of Special Needs Students Passing and Failing



	Total # Pass	Total # Fail
Special Needs	7	0

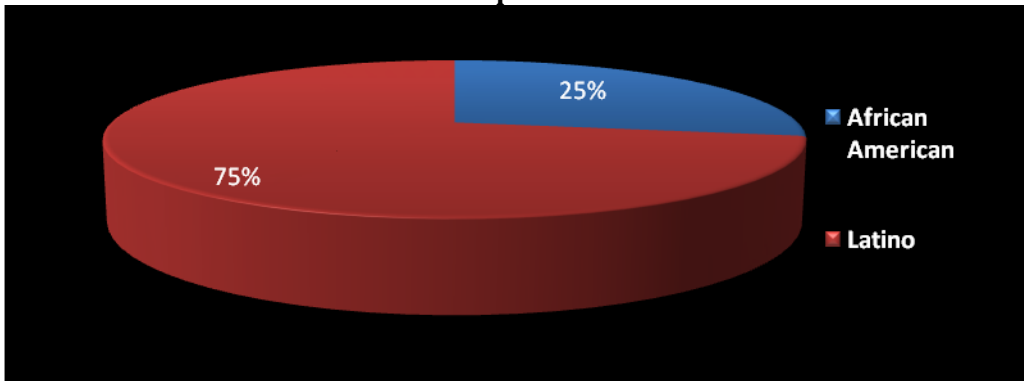
Percentage of English Language Learners Students Passing and Failing



N= 7

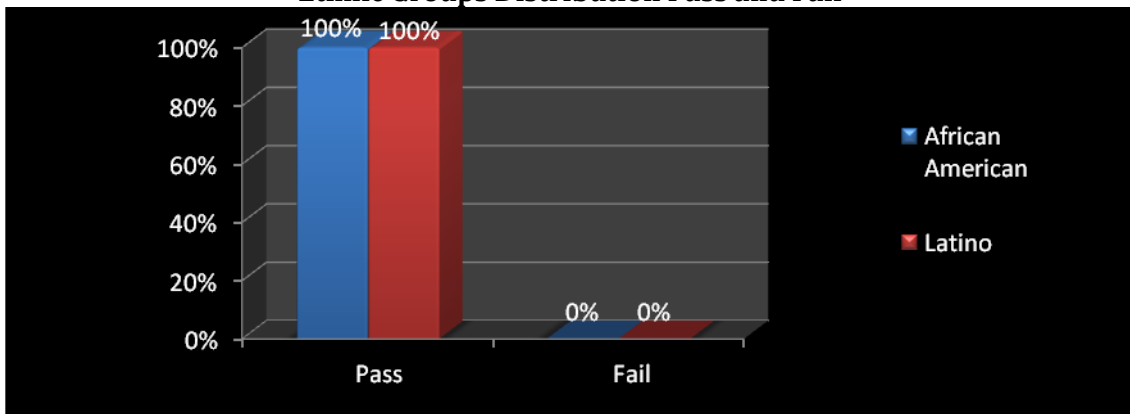
	Total # Pass	Total # Fail
ELL	7	0

Ethnic Groups Distribution



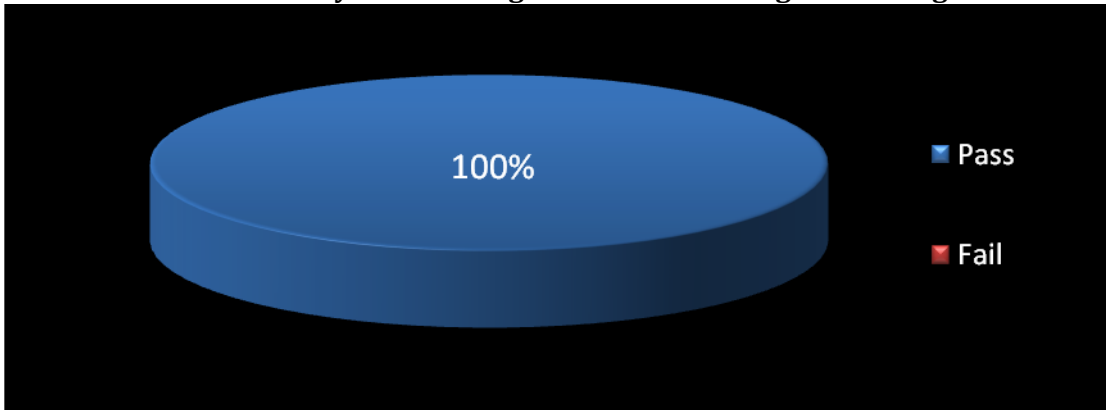
Ethnic Groups	Ethnic Groups Distribution
African American	25%
Latino	75%

Ethnic Groups Distribution Pass and Fail



Ethnic Groups	Total # Pass	Total # Fail
African American	22	0
Latino	67	0

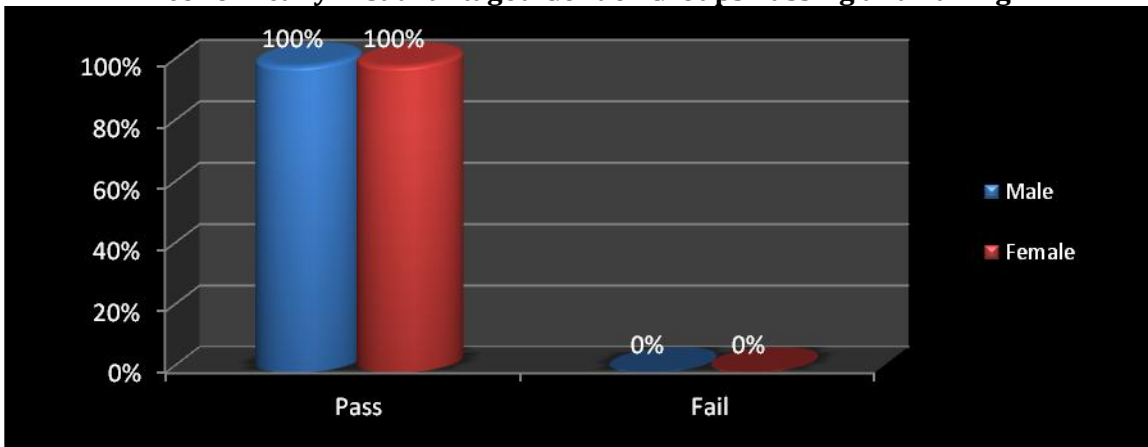
Economically Disadvantaged Students Passing and Failing



N= 83

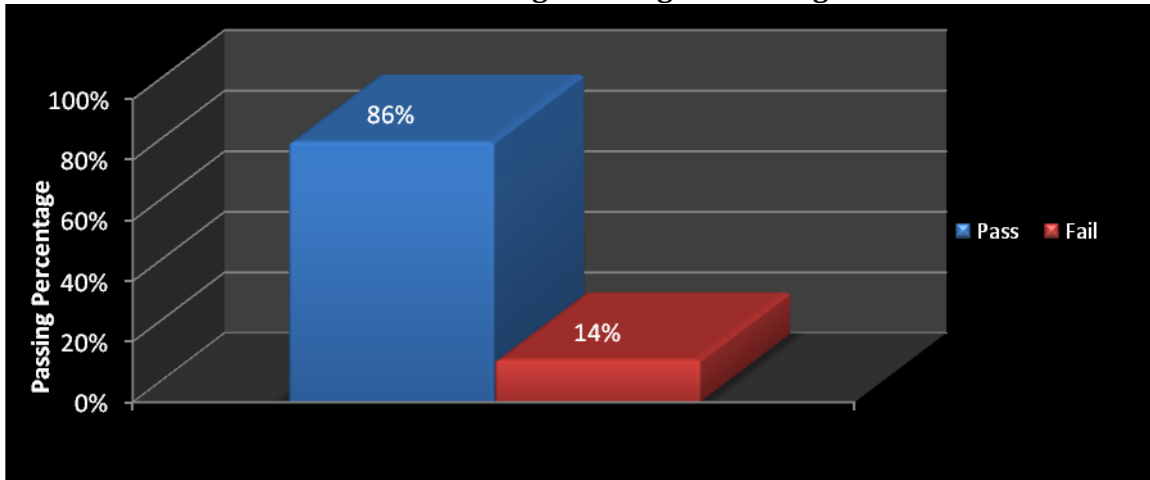
	Total # Pass	Total # Fail
Economically Disadvantaged	83	0

Economically Disadvantaged Gender Groups Passing and Failing



Economically Disadvantaged Gender Groups	Total # Pass	Total # Fail
Male	39	0
Female	44	0

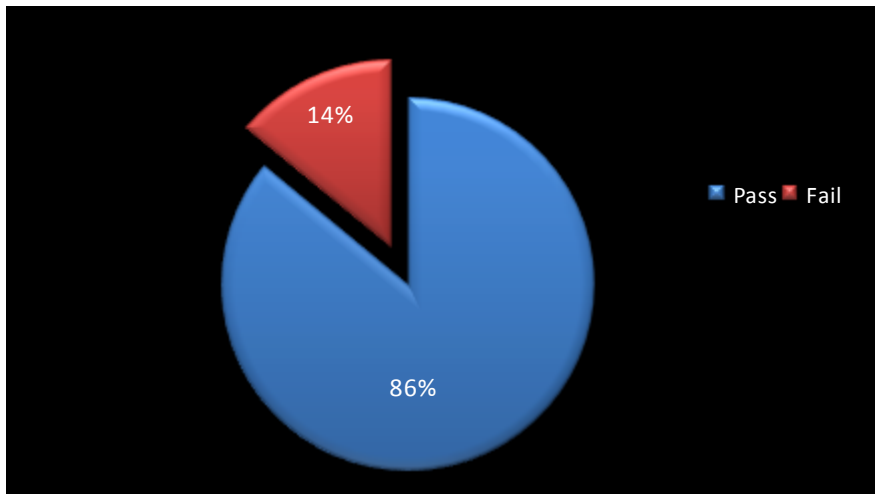
**Global History & Geography
Percentage Passing and Failing**



N= 80

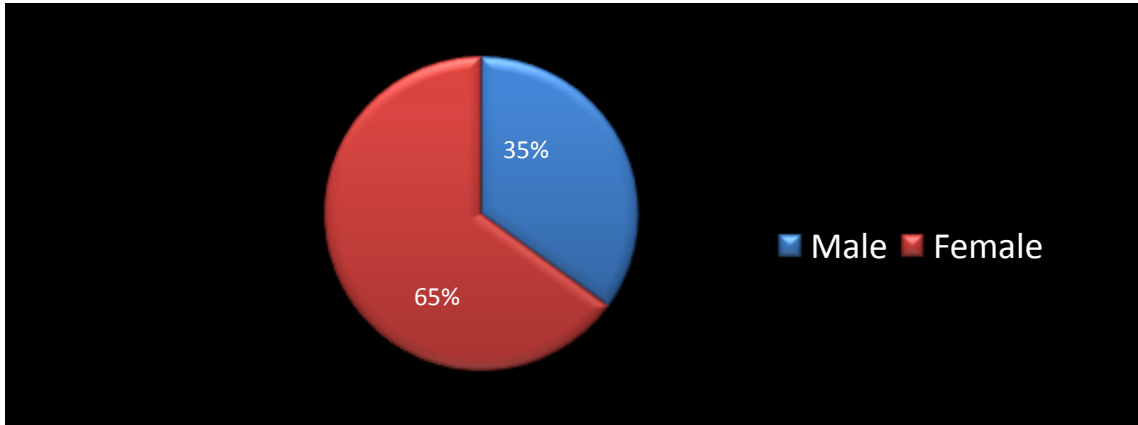
Percentage Passing	86%
Percentage Failing	14%

Percentage Passing and Failing



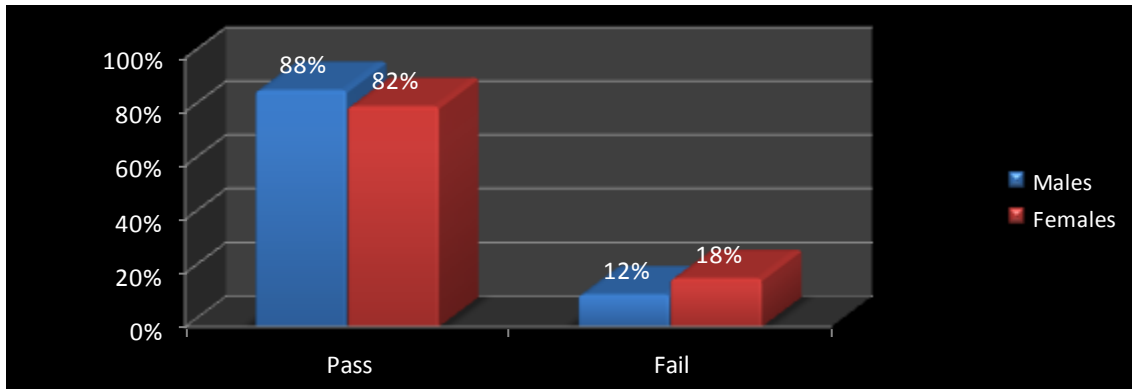
Pass/ Fail	Total # Pass / Fail
Pass	69
Fail	11

Gender Groups Tested



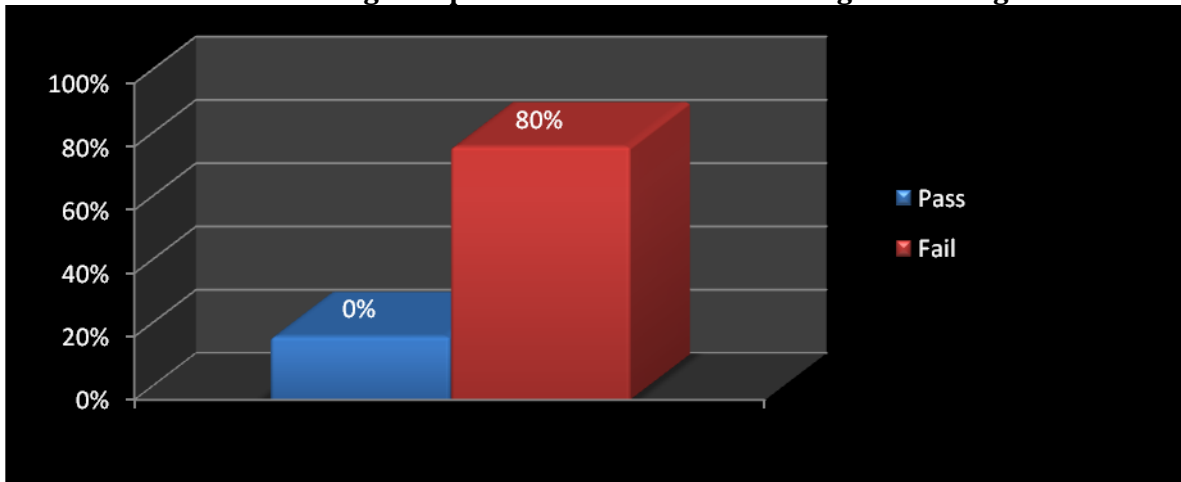
Gender Groups	Gender Groups Distribution
Male	28
Female	52

Percentage of Males and Females Passing and Failing



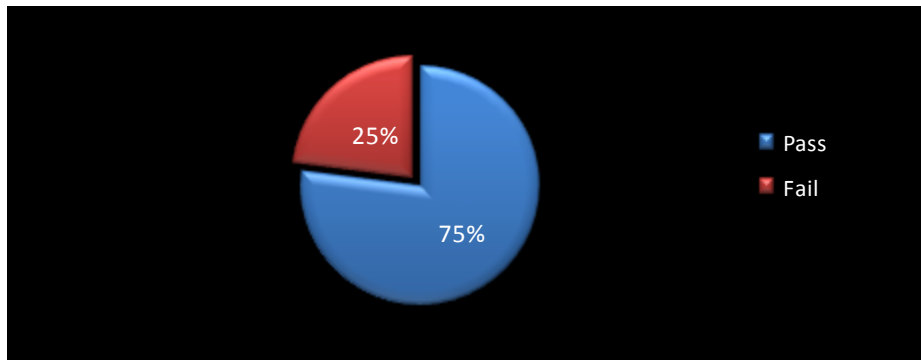
Gender Groups	Total # Pass	Total # Fail
Male	25	3
Female	44	8

Percentage of Special Needs Students Passing and Failing



	Total # Pass	Total # Fail
Special Needs	1	4

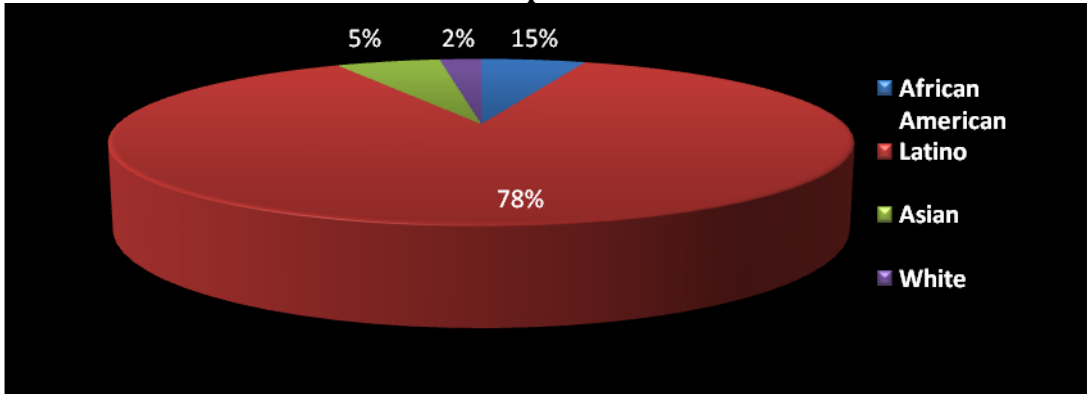
Percentage of English Language Learners Students Passing and Failing



N= 9

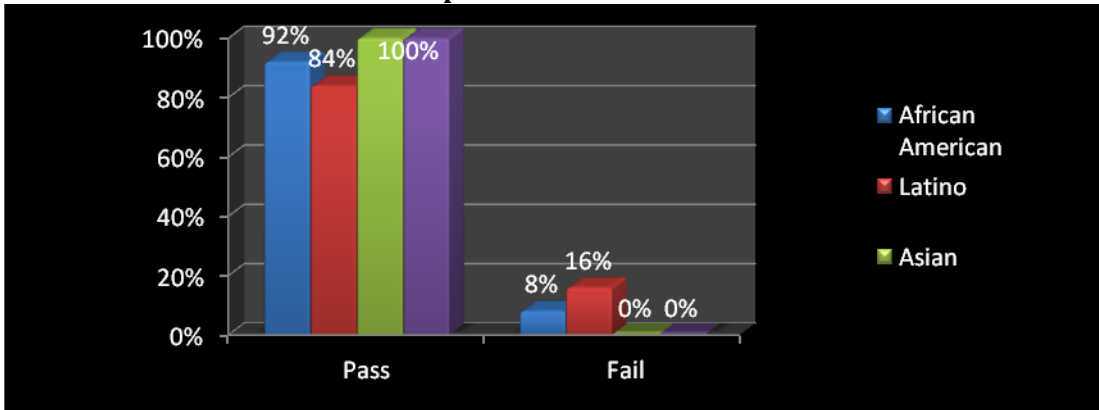
	Total # Pass	Total # Fail
ELL	7	2

Ethnic Groups Distribution



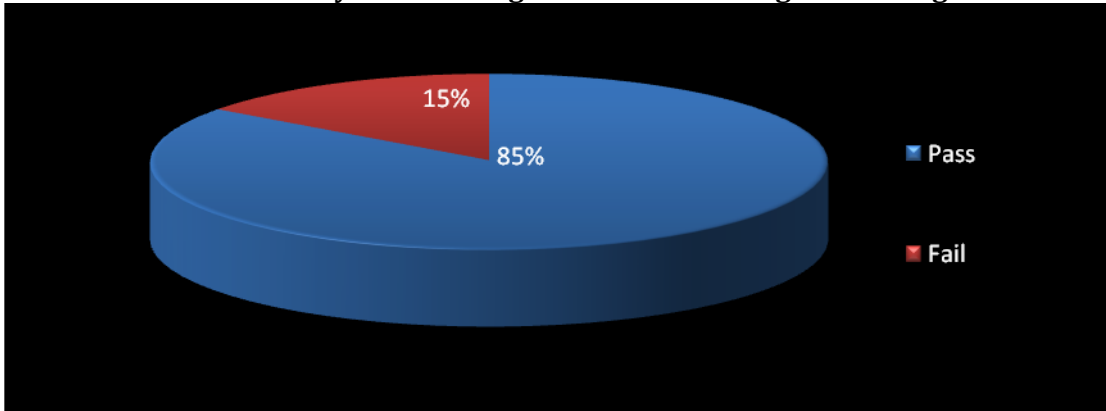
Ethnic Groups	Ethnic Groups Distribution
African American	15%
Latino	78%
Asian	5%
White	2%

Ethnic Groups Distribution Pass and Fail



Ethnic Groups	Total # Pass	Total # Fail
African American	11	1
Latino	53	10
Asian	4	0
White	1	0

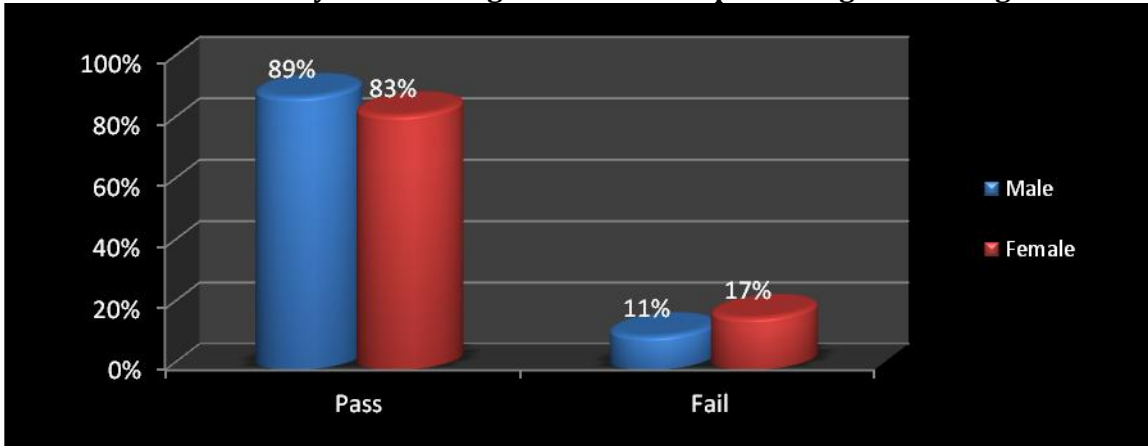
Economically Disadvantaged Students Passing and Failing



N= 77

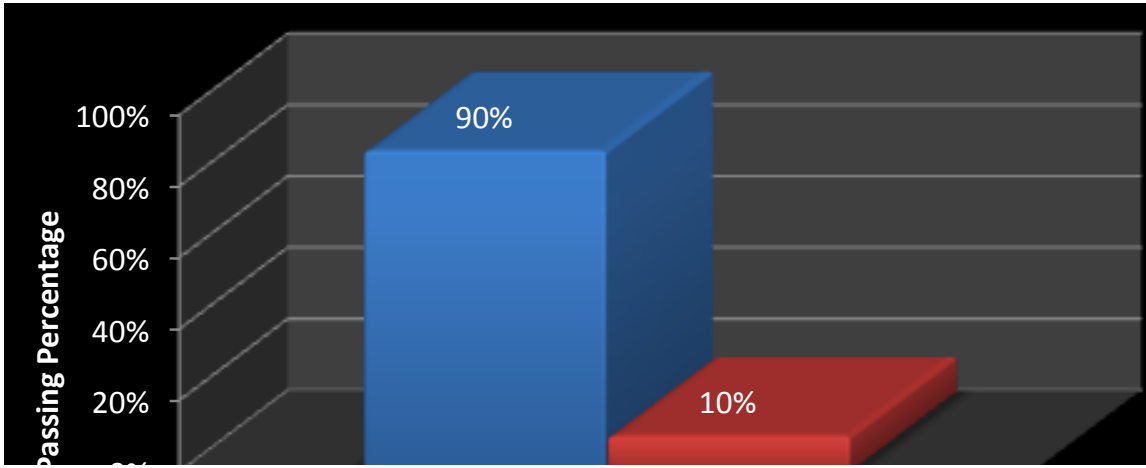
	Total # Pass	Total # Fail
Economically Disadvantaged	66	11

Economically Disadvantaged Gender Groups Passing and Failing



Economically Disadvantaged Gender Groups	Total # Pass	Total # Fail
Male	25	3
Female	41	8

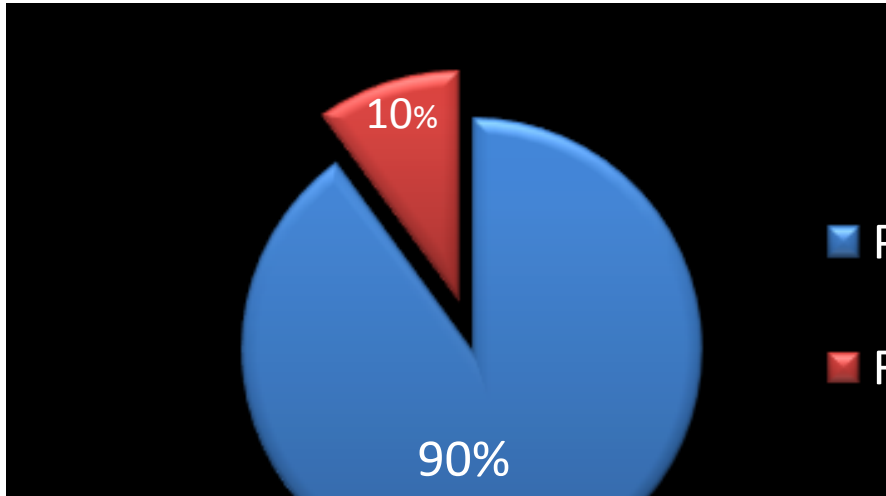
**Integrated Algebra
Percentage Passing and Failing**



N= 106

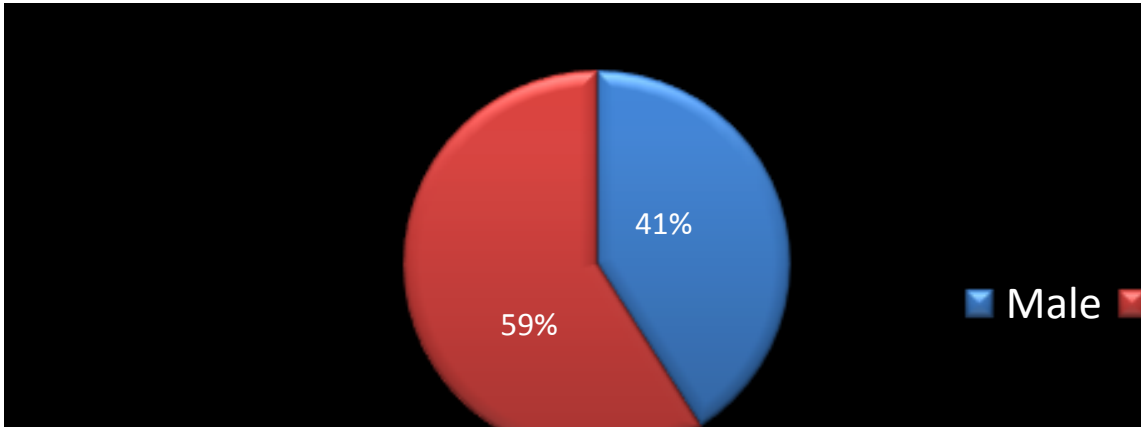
Percentage Passing	90%
Percentage Failing	10%

Percentage Passing and Failing



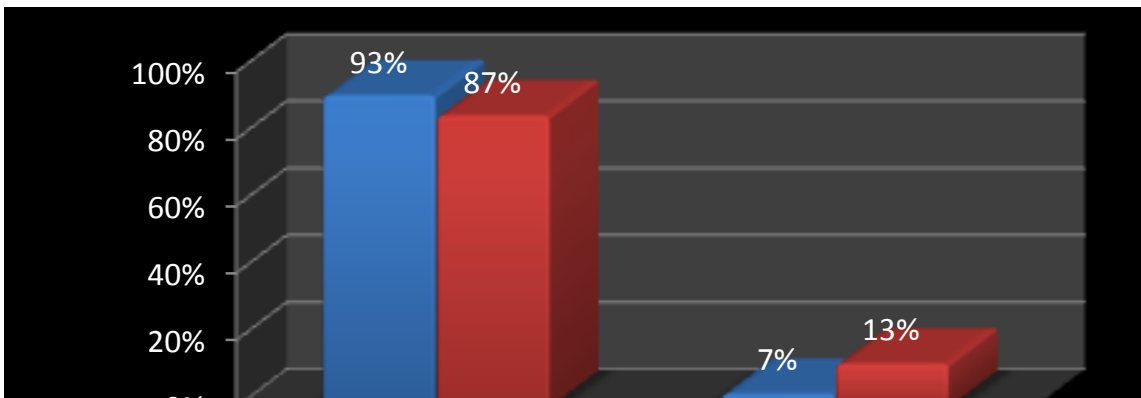
Pass/ Fail	Total # Pass / Fail
Pass	95
Fail	11

Gender Groups Tested



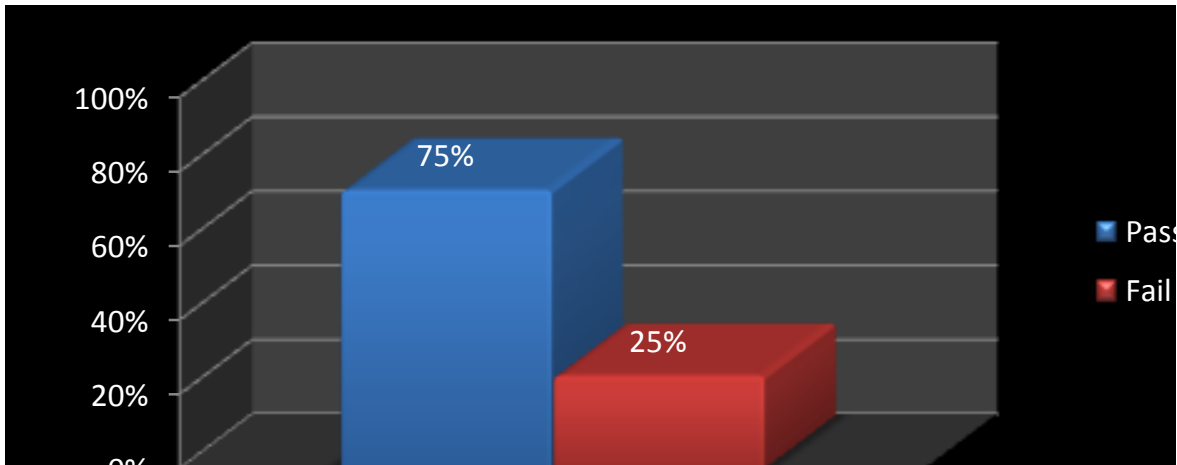
Gender Groups	Gender Groups Distribution
Male	44
Female	62

Percentage of Males and Females Passing and Failing



Gender Groups	Total # Pass	Total # Fail
Male	41	3
Female	54	8

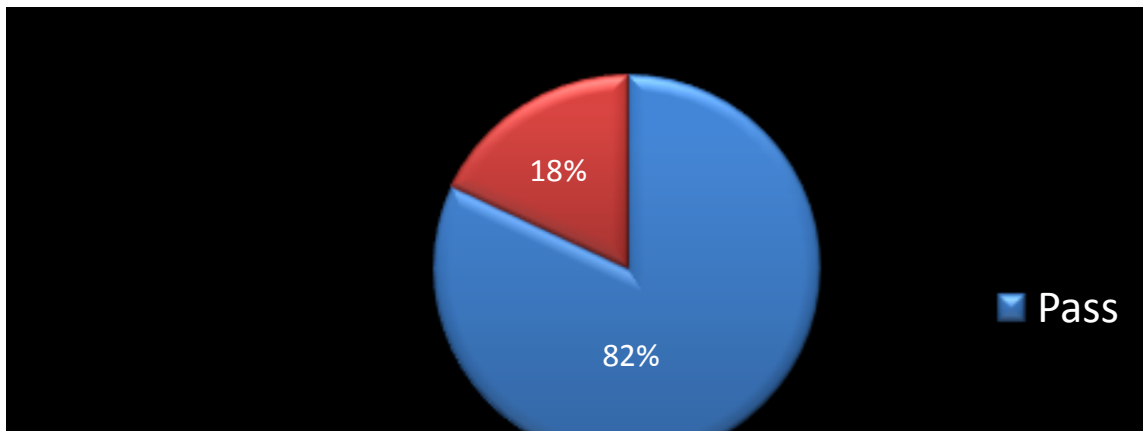
Percentage of Special Needs Students Passing and Failing



N= 8

	Total # Pass	Total # Fail
Special Needs	6	2

Percentage of English Language Learners Students Passing and Failing



N= 11

	Total # Pass	Total # Fail
ELL	9	2

APPENDIX E
Total Expenditures and Administrative Expenditures Per Child

Fiscal Year 2012

Total Number of Students

290

EXPENSES	2,012	Expenditure Per Child	Percentage of expenditure
Program services	2,869,652	9,895	78%
General and administrative	<u>809,389</u>	<u>2,791</u>	<u>22%</u>
 Total Expenses	 <u>3,679,041</u>	 <u>12,686</u>	 <u>100%</u>
 General and administrative Per child (less employee benefits)	 682,189	 2,352	