



Office of School Design and Charter Partnerships  
2013-2014

**INTERNATIONAL LEADERSHIP CHARTER SCHOOL  
ANNUAL COMPREHENSIVE REVIEW REPORT**

**2013 – 2014 SCHOOL YEAR**

## Part 1: School Overview

### School Information for the 2013-2014 School Year

Name of Charter School	International Leadership Charter School
Board Chair(s)	John Paul Gonzalez
School Leader(s)	Dr. Elaine Ruiz Lopez
Management Company (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 10
Physical Address(es)	2900 Exterior Street, Bronx 10463
Facility Owner(s)	Private

### School Profile

- International Leadership Charter School (ILCS) is a high school which served 303 students<sup>1</sup> in grades 9-12 during the 2013-2014 school year and is fully at scale. It opened in 2006-2007 and is under the terms of its second charter.
- The school is located in privately-operated facilities in the Bronx within Community School District (CSD) 10.<sup>2</sup>
- International Leadership Charter School enrolls new students in grade 9. There were 98 students on the waitlist after the Spring 2013 lottery.<sup>3</sup> The average attendance rate for the 2013-2014 school year to date as reported in February 2014 was 94.2%.<sup>4</sup>
- International Leadership Charter School was renewed during the 2010-2011 school year for a full term (five years), and is consistent with the terms of its renewal application.
- The school leadership team includes Dr. Elaine Ruiz Lopez, CEO; Jenny Peguero, Director of Finance; Jessy Simon, Program Director for Special Education and Community Development; Edilis Gonzalez, Program Director for Parents and Community Affairs; and Evelyn Ortiz, Program Director for College Preparatory. The CEO has been with the school since its inception.
- ILCS had a student to teacher ratio of 16:1 in the 2013-2014 school year, and served 6 sections across all grades, with an average class size of 18 students.<sup>5</sup>
- The lottery preferences for ILCS' 2013-2014 school year included the New York State Charter Schools Act required preferences of returning students, students residing in the community school district of the school's location and siblings of students already enrolled in the charter school, as well as students receiving free or reduced price lunch and students with disabilities.<sup>6</sup>

<sup>1</sup> Enrollment reflects ATS data from 10/31/13.

<sup>2</sup> NYC DOE Location Code Generation and Management System database.

<sup>3</sup> Self-reported information from school-submitted data collection form on 2/14/14.

<sup>4</sup> Self-reported information from school-submitted data collection form on 2/14/14.

<sup>5</sup> Self-reported information given on 9/23/14.

<sup>6</sup> International Leadership Charter School's 2013-2014 lottery application.

## Part 2: Summary of Findings

### Essential Question 1: Is the school an academic success?

#### Overview of School-Specific Data through 2012-2013

#### HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate				
	2009-2010	2010-2011	2011-2012	2012-2013
International Leadership CS	64.2%	85.0%	95.2%	96.2%
NYC	65.1%	65.5%	64.7%	66.0%
Difference from NYC	-0.9	19.5	30.5	30.2
6-year Graduation Rate				
	2009-2010	2010-2011	2011-2012	2012-2013
International Leadership CS	-	-	77.8%	87.5%
NYC	69.2%	70.9%	73.2%	73.0%
Difference from NYC	-	-	4.6	13.5
College Readiness Index** - 4 years				
	2009-2010	2010-2011	2011-2012	2012-2013
International Leadership CS	-	-	22.2%	25.0%
Peer Percent of Range	-	-	37.5%	51.0%
City Percent of Range	-	-	51.2%	53.6%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group or city.

\*\* The College Readiness Index score was not introduced until the 2011-2012 school year.

#### Credit Accumulation

% 1st-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
International Leadership CS	59.5%	80.0%	98.9%	96.3%
Peer Percent of Range	18.8%	54.9%	97.5%	90.6%
City Percent of Range	28.6%	63.3%	97.8%	91.8%
% 2nd-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
International Leadership CS	50.5%	41.2%	97.4%	100.0%
Peer Percent of Range	5.4%	0.0%	94.4%	100.0%
City Percent of Range	16.5%	0.0%	95.2%	100.0%
% 3rd-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
International Leadership CS	84.8%	86.3%	96.7%	98.6%
Peer Percent of Range	73.7%	81.4%	93.0%	100.0%
City Percent of Range	74.1%	78.5%	95.1%	98.0%

\* A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group or city.

## Performance on the NYC Progress Report

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	C	A	A	A
Student Progress	B	B	A	A
Student Performance	D	B	A	A
School Environment	A	A	B	A
College and Career Readiness*	-	-	B	A
Closing the Achievement Gap Points	0.0	6.0	8.1	9.2

\* The College and Career Readiness grade was not introduced until the 2011-2012 school year.

### Progress Towards Attainment of Academic Goals

- According to its 2012-2013 Annual Report to New York State Education Department (NYSED), ILCS fully met five out of its five identified and applicable academic charter goals.

### Responsive Education Program & Learning Environment<sup>7</sup>

- The school's continuing Professional Development Retreats and common planning time on Wednesdays are intended to improve the delivery and the quality of instruction by providing an opportunity for faculty to develop as teachers and to share and plan with their colleagues.
- The school has continued its programming of an extended day and Saturday Academy sessions.
- The school's continuing College Bound program provides students with in-school support, class resources and hands-on guidance as they prepare college applications and develop their personal essays.
- The school's instructional staffers have taken on additional weekly assignments during strategic periods to ensure that Students with Disabilities (SWD) and English Language Learner (ELL) students are being provided with added instructional support and literacy development.
- The school began partnering with Kaplan to administer PSAT and SAT prep to students in grades 10 through 12.
- The school's mandatory College Bound Scholars (CBS) program provides incoming freshmen with an understanding of the school's college preparatory high school curriculum. This process continues through grade 12, where students who are about to graduate are prepared for college-level work and the transition to college life.
- The school continues to provide professional development retreats and common planning times once a week and also participated in an instructional workshop held by Uncommon Schools and implements Teach Like a Champion Instructional Strategies.

<sup>7</sup> Self-reported from the school's self-evaluation form on 2/14/14.

## **Essential Question 2: Is the school a fiscally sound, viable organization?**

### **Governance Structure & Organizational Design**

After reviewing information and documentation concerning Board turnover, Board minutes, reporting structure, organizational chart, annual accountability reporting documents, Board agendas, and school's website, the NYC DOE notes the following:

- The Board has seven members, all voting. The Board Chair, John Paul Gonzalez, has served on the Board for five years.
- As evidenced from Board rosters, there was no Board member attrition and one member addition during the 2013-14 school year.
- As recorded in the Board's minutes, there is a clear reporting structure with school leadership providing regular updates on academic, financial, and operational performance to the Board and its committees.

### **School Climate & Community Engagement**

After reviewing information and documentation concerning leadership turnover, staff turnover, attendance rate, student turnover, and NYC School Survey results and response rates, the NYC DOE notes the following:

- The school experienced no leadership turnover in 2013-14 school year.
- Instructional staff turnover was 50%, with three out of 22 instructional staff choosing not to return for the 2013-14 school year from the prior year and eight of 22 instructional staff not being asked to return. As of February 2014, during the school year, no teachers have left the school in 2013-2014.
- As of February 2014, average daily attendance for students was at 94.2% during that school year.<sup>8</sup>
- Student turnover was 8.6% of students from last school year not returning at the start of the 2013-2014 school year, and 10% of the students left the school between the start of the school year and February 2014.<sup>9</sup>
- The school reports that its Parent Association and Council meets on a regular basis.<sup>10</sup>

### **2012-2013 NYC School Survey Results<sup>11</sup>**

<b>Categories</b>	<b>Result</b>	<b>Community</b>	<b>Response Rate</b>	<b>Citywide Rate</b>
<b>Academic Expectations</b>	Above Average	<b>Parents</b>	55%	54%
<b>Communication</b>	Average	<b>Teachers</b>	91%	83%
<b>Engagement</b>	Below Average	<b>Students</b>	56%	83%
<b>Safety &amp; Respect</b>	Above Average			

<sup>8</sup> Self-reported information from school-submitted data collection form on 2/14/14.

<sup>9</sup> Self-reported information from school-submitted data collection form on 2/14/14.

<sup>10</sup> Self-reported information from school-submitted self-evaluation form on 2/14/14.

<sup>11</sup> Results are particular to the school type as identified in the 2013 School Survey.

## **Financial Health**

### Near-term financial obligations:

- Based on the FY13 financial audit, the school's current ratio indicated a strong ability to meet its current liabilities.
- Based on the FY13 financial audit, the school had sufficient unrestricted cash to cover its operating expenses for more than two months without an infusion of cash.
- A comparison of the enrollment projections for the 2013-2014 budget to the actual enrollment as of the last day of school revealed that the school was 13% below its enrollment target, indicating a variance from projected general education per pupil projected revenue.
- As of the FY13 financial audit, the school had met its debt obligations.

### Financial sustainability based on current practices:

- Based on the financial audits from FY11 to FY13, the school generated an aggregate surplus over the three audited fiscal years, and in FY13 the school operated at a surplus.
- Based on the FY13 financial audit, the school's debt-to-asset ratio indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY11 through FY13, the school generated overall positive cash flow from FY11 to FY13, though the school had negative cash flow from FY12 to FY13.

### Annual Independent Financial Audit

- An independent audit performed for FY13 showed no material findings.

### **Essential Question 3: Compliance with charter and all applicable laws and regulations?**

After a review of documentation submitted for the NYC DOE annual accountability reporting requirements for the 2013-2014 school year, the NYC DOE finds the following:

#### **Board Compliance**

The Board is in compliance with:

- The Board's membership size falls within the range of five to nine members outlined in the school's charter and in the Board's bylaws. The Board chair joined the Board in 2009.
- The Board has held the number of Board meetings of 10 regular meetings in accordance with its By-Laws. However due to lack of quorum for June meeting, the Annual meeting was held on July 8, 2014.

The Board is out of compliance with:

- Currently, officer positions outlined in the Board's bylaws are filled, with the exception of the Treasurer position.
  - Following the ACR review, the school reported that the Board Chair has been working with boardnetUSA and Charter School Business Management to identify prospective Board members who can fill this office.

#### **School Compliance**

The school is in compliance with (as reviewed during May 2014):

- All staff members have appropriate fingerprint clearance; however, 18 out of 25 staff members received fingerprint clearance at least one week after their start date.
- The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification.
- The school has the required number of staff with AED/CPR certification.
- The school has submitted appropriate insurance documents to NYC DOE.
- The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.
- The school had an application deadline of April 1, 2014 and lottery date of April 1, 2014, adhering to charter law's requirement of accepting applications up to at least April 1.
- The school has posted its 2012-2013 NYSED Annual Report and annual audit to its website, as specified in charter law.

The school is out of compliance with:

- The school leader was not trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department as of May 2014.
  - Following the ACR review, the school reported that its CEO and current COO have signed up for the required FDNY training.

## **Essential Question 4: What are the school's plans for the next charter term?**

As reported by the school's leadership, the following is noted:

- The school continues to construct its new private facility, which will be located in its current CSD, and aims to complete this project in January 2014. The facility designs include additional science labs, recreation space, a library and media center and a full-size cafeteria.
- The school hired two operations associates and one financial associate in school year 2013-14 to support its facilities project expenditures and additional reporting requirements for NYC BUILD.

### **Enrollment and Retention Targets**

As a reminder regarding accountability in the next charter term:

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, "to meet or exceed enrollment and retention targets" for students with disabilities, English language learners, and students who are eligible for the free and reduced price lunch program. The amendments further indicate "Repeated failure to comply with the requirement" as a cause for revocation or termination of the charter.
  - The law directs schools to demonstrate "that it has made extensive efforts to recruit and retain such students" in the event it has not yet met its targets.
  - The NYC DOE, as authorizer, will annually monitor the school's performance against these targets and the efforts it makes to meet this state requirement.
- In 2013-2014 ILCS served a higher percentage of students who qualified for free or reduced price lunch compared to the citywide average but not the CSD 10 average (although comparable to CSD 10). The school served a lower percentage of both students with disabilities and English Language Learner students compared to CSD 10 and citywide averages.

### **Special Populations**

	Free and Reduced Price Lunch					Students with Disabilities					English Language Learners				
	2009 -	2010 -	2011 -	2012 -	2013 -	2009 -	2010 -	2011 -	2012 -	2013 -	2009 -	2010 -	2011 -	2012 -	2013 -
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
<b>School</b>	81.6%	47.9%	47.2%	90.9%	72.9%	10.3%	8.6%	8.6%	8.7%	7.9%	10.9%	12.5%	8.6%	9.8%	8.9%
CSD 10	73.2%	71.6%	70.3%	72.9%	73.3%	12.6%	13.1%	13.3%	13.7%	14.3%	16.8%	17.4%	17.7%	17.5%	17.7%
NYC	60.8%	62.7%	65.7%	68.2%	71.1%	12.7%	13.1%	13.6%	14.2%	14.8%	12.1%	12.6%	12.5%	12.1%	11.9%

Additional Enrollment Information					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	9-12	9-12	9-12	9-12	9-12
CSD(s)	10	10	10	10	10

Comparisons to both the CSD(s) and City are made against students in grades K-8, 9-12 or K-12 depending on the grades the school served in each school year. Special population figures are as of October 31 for each given school year, with the exception of the 2012-2013 school year, which is as of October 26, 2012.