Department of Education
Joel I. Klein, Chancellor

Charter School Renewal Report
Charter Schools Office
2010-2011

INTERNATIONAL LEADERSHIP CHARTER SCHOOL
RENEWAL REPORT

DECEMBER 2010

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Part 1: Executive Summary

School Overview and History:

International Leadership Charter School is a high school serving approximately 365 students from grade 9 through grade 12 in the 2010-2011 school year.[1] The school opened in 2006 with grade 9. It is currently operating at scale with students in grades 9 through 12.[2] The school is currently housed in a private facility on 2900 Exterior Street in District 10.[3] The student body includes 13.4% English language learners and 8.3% special education students.

The school earned a C on its progress report in 2009 - 2010. On the school's Learning Environment Survey, the school was rated at the highest satisfaction level for Academic Expectations, Communication, Engagement, and Safety & Respect, with 25% of parents, 90% of teachers, and 80% of students participating. The average attendance rate for the school year 2009 - 2010 was 90.0%[4]. The school is in good standing with state and federal accountability.[5]

Renewal Review Process Overview:

The NYC DOE Charter Schools Office conducted a thorough review of this school's Retrospective Renewal Report; annual reporting documents; surveys, student achievement data; and state, local and federal accountability metrics as well as a detailed audit of the school's finances, operations and governance practices. In addition, the CSO conducted a detailed site visit on the following dates: April 26 - 28, 2010.

The following experts participated in the review of this school:

- Aaron Listhaus, Chief Academic Officer, NYC DOE CSO
- Aamir Raza, Director of Oversight and Governance, NYC DOE CSO
- Fred Lisker, Senior School Improvement Specialist, Division of Students with Disability, NYC DOE
- Jill Herman, Consultant, NYC DOE CSO

Renewal Recommendation:

NYC DOE CSO recommends that the State Board of Regents approve the application for renewal of the International Leadership Charter School for a period of 5 years consistent with the terms of the renewal application.

The NYC DOE CSO has found International Leadership Charter School to be an academically successful school that is organizationally viable and in compliance with applicable laws and regulations pertaining to its current charter. Based on the findings delineated below, International Leadership Charter School is an educationally and fiscally sound organization, is likely to improve student learning and achievement, and meets the requirements of the Charter Schools Act and applicable law.

The School will be offered this renewal with the following conditions:

1. The school must demonstrate improved student achievement by scoring in the 25th percentile or above of all schools on the NYC DOE Progress Report within one year after

[1] NYC DOE ATS system
[2] NYC DOE ATS system and charter agreement
[3] NYC DOE Location Code Generating System database
[4] NYC DOE School Progress Report. This document is posted on the NYC DOE website at http://www.schools.nyc.gov and is also included in Part 7 of this report.
[5] New York State Education Department - www.nysed.gov

renewal, in the 50th percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75th percentile or above of all schools on the NYC DOE Progress Report in each of the 3rd, 4th, and 5th years after renewal.

2. The Board must demonstrate a plan for sound oversight and evaluation of school leadership.
3. The school must demonstrate attainment of charter goals each year.

Part 2: Findings

What the school does well

- The school community provides a safe space where students value the level of support they receive for social and academic development.
    - Students stated that they feel exceptionally comfortable and respected at the school. They are able to articulate the rules of the school and they claim to appreciate the high levels of mutual respect. Students were observed being helpful to each other in classrooms.
    - Students receive additional support after school and on Saturdays. Their teachers keep them up-to-date on their academic achievement and on necessary steps for improvement through frequent progress reports as well as formal report cards.
    - Students report that their teachers uphold high expectations for all students. Teachers make academic expectations clear by displaying daily lesson aims, alignment to State standards, and Do Now assignments.
    - Students expressed gratitude for the various opportunities at the school. When possible, clubs and after school activities are put in place based on student request; for example, a Step Program was recently formed after students expressed interest.

- The theme of the school is well-integrated and reinforced throughout the school community.
    - Students in grades 9 and 10 participate in a Youth Leadership Advisory class, integrating the school's theme by reinforcing the power of young people and instilling a sense of social responsibility. One observed class was examining environmental issues; students were asked to choose an area and design a project to improve an environmental problem.
    - Every Wednesday, all subject area teachers link a contemporary issue into their content material. For example, an American history class was observed discussing the recent law passed in Arizona regarding undocumented immigrants.
    - Some students participate in the school's model UN program, further developing their awareness of global issues.
    - In grades 11 and 12, students spend one afternoon a week in a supervised internship. They also attend a class that discusses issues related to the workplace. Students keep journals, complete culminating projects, and reflect on their learning.

- Coaches work with teachers to collaborate, plan curriculum and share ideas and best practices with the mutual goal of improving student outcomes.
    - The science teachers meet weekly. They critique each other's lesson plans, visit each other's classrooms, and share pedagogical strategies and behavior management techniques. Their collegiality and respect for each other is evident.

- The science teachers share a goal of making science accessible to their students and helping their students make real-world connections. With the support of their coach, they have designed a project for grades 9-12 in which students study a disease from the perspective of one specific content area. For example, if the choice were Diabetes, a student in Biology would study the biological makeup of the disease while a student in Chemistry would examine the molecular structure of the disease.

- The school's Board of Trustees maintains sound finances.
  - Most processes were found intact and evidence shows that the school can improve on following its adopted financial and human resource policies. The financial statements of International Leadership Charter School were prepared on the accrual basis of accounting in accordance with Generally Accepted Accounting Principles (GAAP) acceptable in the United States of America.
  - According to the school's audited financial statements for year ended June 30, 2010, the school possessed assets totaling $677,072 and total liabilities of $226,322. All of the school's net assets totaling $450,750 remain unrestricted for use purposes. International Leadership Charter School has about $75,000 dollars in liquid assets that could be converted to cash within 90 day period.

What the school needs to improve

- The school should work to align classroom practices with school-wide goals in order to improve student learning.
  - The leadership team articulated a set of goals that were not reflected in the classrooms observed. These goals include inquiry-based lessons, high levels of student engagement and discourse, and a focus on cooperative learning. Most of the 13 classrooms observed over the two-day visit were teacher-directed. The number of students who responded to teachers' questions was less than half of the class. This does not include students being asked to read aloud. Teachers' questions mainly asked for recall of information (the lowest level on Bloom's taxonomy), with minimal questions that required explanation. Students' responses were generally one or two words. In classrooms observed students did not respond to each other's comments. Students sat in rows and did not interact with each other except for two instances in which students sat in pairs. Students did not discuss or share their ideas for the purpose of building their own knowledge base.
  - Assignments given during the two-day visit most often required students to locate information and define vocabulary words. There was no evidence of analysis, evaluation, or providing students with opportunities to create a new product or defend a point of view. For example, students in a global history class were assigned a project relating to a particular genocide. The assignment asked students to identify location, names of leaders, timeline, groups affected, responses from the international community, how the genocide ended, and what happened to responsible parties. The assignment did not require analysis or personal response and did not challenge students to think critically.

- The school should ensure that professional development supports and strengthens the school's goals.
  - Professional Development is provided weekly on a variety of subjects. There are also full staff retreats. In addition, there are individual coaches for science, math, and ELA. The leadership team meets with these coaches on a regular basis. Based on teachers' comments, the opportunity to plan together or to discuss individual students in a particular grade is not consistent. Many conversations amongst teachers take place informally, especially regarding individual students, but there is not a dedicated time allotted for these collaborations.

- Leadership observes classes both formally and informally. The school's official observation form contains a check-off list and a form on which visitors describe the content of the lesson, classroom management, student engagement, the strengths of the lesson, and any areas for development. This form includes more management areas than pedagogical ones, and more items focus on teachers' behaviors than students'. None of the indicators relate to reinforcing skills and dispositions that indicate college readiness.

- The school should continue to increase rigor and scaffold college readiness skills so that all students perform at high levels and graduate prepared for post-secondary success.
  - There was no visible evidence of scaffolding that demonstrated a different set of expectations from grade 9 to grade 12. Students in a 12th grade economics class were given a vocabulary sheet comprised of seven words. They were not asked to put definitions in sentence form, and most just looked up the words in the glossary of the textbook. All students, regardless of grade, follow similar procedures. In addition, the level of rigor in the classroom itself, with the exception of math (which followed a strict format consistent across all grade levels), was not evident.
  - Students related that the longest paper they had been asked to write was three to four pages. When asked what they were reading this year, seniors replied that they were only reading poems and short stories. The aim in the observed 12th grade English class was: "How does the media impact self-worth and self-esteem?" A few students presented based on an advertisement, cartoon or article they found in *Glamour* magazine. Each spoke for two or three minutes, retelling what they had found without offering analysis or deeper interpretations. The teacher's questioning included: *How would a young girl without make-up feel? Who do they have in acne commercials?* Students were then put into groups named "TV commercials," "talk shows," and "music videos." They were told to discuss that particular medium and how it could negatively impact youth, and asked to come up with solutions. This part of the lesson observed did not exhibit the academic rigor expected of a 12th grade English class.

- The Board of Trustees should work to strengthen oversight responsibilities to ensure improved organizational viability and increased student achievement.
  - The CSO acknowledges that the external financial auditor's conclusion found no "material weaknesses" in ILCS's financial controls. However, the management letters produced by external auditors do indicate that the school needs to strengthen financial controls, ensure that adequate checks and balances are in place, and manage conflicts of interest in school governance.
  - During the charter period, multiple complaints - some anonymous - have been submitted to the NYC DOE CSO by students, staff and parents. These complaints have centered on the effectiveness of school leadership and a lack of consistent communication from the school and the Board. In the Fall of 2010, the Board sent a letter to all families proving the Board Chair's contact information and published a link on their website with the Board's contact information and. The Board should continue to develop systems to respond to the needs of these key constituents, and should work to effectively communicate to all key stakeholders when remedies have been established.
  - We understand that the Board's academic committee conducts periodic walkthroughs and an annual evaluation of the school's leadership, and provides direct feedback to the school's leadership. The Board should increase its rigor in oversight and evaluation of school leadership and student academic achievement.

Part 3: Charter School Goals

The International Leadership Charter School has sufficiently met the goals set forth in its charter agreement to earn a renewal with conditions as described in the renewal recommendation. Please see the below table of Charter Goals which is excerpted from the school's retrospective report and has been verified by the Charter Schools Office.

International Leadership Charter School - Academic Goals

	Goals	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Absolute	ILCS shall make AYP in ELA as measured by the cumulative performance on the Final Quarter of Academic Year.	Result	Result	Result	Result	Result
		Met: Yes	Met: Yes	Met: Yes	Met: Yes	Pending
Absolute	ILCS shall make AYP in Mathematics as measured by the NYS Regents Exam in Mathematics.	Math A 62%	Integrated Algebra 72%	Integrated Algebra 68%	Integrated Algebra 78%	Pending
		Met: Yes	Met: Yes	Met: Yes	Met: Yes	NA
Absolute	75% of students who sit annually for Regents Exam in Science will pass these assessments.	Living Environment 66%	Living Environment 88%	Living Environment 90%	Living Environment 95.3%	Pending
		Met: No	Met: Yes	Met: Yes	Met: Yes	NA
Value-Added	ILCS shall outperform neighboring community high schools in US History.	Result	Result	Result	Result	Result
		NA	N/A	80% Met:Yes	100% Met:Yes	Pending
Comparative	75% of students will have a higher pass rate on the NYS Regents exams in English, Math and Science will have a 20% higher pass rate on the NYS Regents exam in the community district	Result	Result	Result	Result	Result
		Met:No	Met: Yes	Met: Yes	Met: Yes	Pending
Absolute	75% of 1st cohort continuously enrolled will graduate within four years	Result	Result	Result	Result	Result
		NA	NA	NA	Yes 80%	Pending
Absolute	Student retention rates will exceed those of neighboring community district high schools as measured by data collected on daily attendance.	Result	Result	Result	Result	Result
		85%	93%	90%	90%	Pending
		Met: Yes	Met: Yes	Met: Yes	Met: Yes	Pending

Part 4: Charter School Performance Data

The International Leadership Charter School met its goals for student academic achievement as measured by New York State exams in English Language Arts and Math as demonstrated in the below chart of student achievement data.

These charts presents the percentage of students at the school scoring at or above grade level (performance level 3 or greater) on the New York State ELA and Math exams as well as a comparison to the percentage of students at or above grade level in District 10 and New York City.

Regents Pass Rates[6]

Subject	**2006-07**			**2007-08**			**2008-09**		
	% at or above 55	*% at or above 65*	*% at or above 85*	*% at or above 55*	*% at or above 65*	*% at or above 85*	*% at or above 55*	*% at or above 65*	*% at or above 85*
Comprehensive English							97%	89%	23%
Math A	63%	32%	6%	58%	45%	0%			
Integrated Algebra							81%	65%	3%
Global History				69%	43%	12%	73%	68%	20%
U.S. History							91%	79%	24%
Living Environment	65%	21%	1%	80%	50%	2%	94%	89%	21%
Chemistry				43%	10%	0%	76%	52%	4%

High School Graduation[7]

- Four-year Graduation Rate: **64.2%**
- Weighted Diploma Rate: **159.4%**

Student Attendance Rate[8]

Student Attendance Rate	**2006-2007**	**2007-2008**	**2008-2009**	**2009-2010**
	90.0%	89.0%	89.2%	90.0%

[6] Data from New York State Testing and Accountability Reporting Tool – www.nystart.gov
[7] Data from NYC DOE Progress Report, 2009-2010
[8] Attendance rate taken from charter school annual reports.

Part 5: Background on the Charter Renewal Process

I. PROCESS BACKGROUND

A. Statutory Basis for Renewal

The Charter Schools Act of 1998 ("the Act") authorizes the creation of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.[9]

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.[10]

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.[11] As one such charter entity, the New York City Department of Education ("NYC DOE") institutes a renewal application process that adheres to the Act's renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction.

Where the NYC DOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.[12]

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[9] See § 2850 of the Charter Schools Act of 1998.
[10] See §§ 2851(4) and 2852 of the Act.
[11] See generally §§ 2851(3) and 2851(4).
[12] § 2852(5)

B. NYC DOE's Charter Renewal Process

The expiration of charters and their renewal based on a compelling record of success is the linchpin of charter school accountability. The NYC DOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.[13]

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during the initial charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to build an ambitious plan for the future.

Consistent with the requirements of § 2851(4) of the Act, a school applying for renewal of its charter must use data and other credible evidence to prove its success, a case that can be organized into three questions:

1. Has your school been an academic success?
2. Has your school been a viable organization?
3. Has your school complied with applicable laws and regulations?

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges, and the lessons learned.

This report contains the findings and recommendations of the NYC DOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizing entities, all of which are conducted in order to identify areas of weakness and to help the school to address them. Additionally, the NYC DOE incorporates into this report its findings from the renewal application process, which includes a written application, completion of student achievement data templates, and a school visit by the Charter Schools Office of the NYC DOE ("NYC DOE CSO").

The NYC DOE CSO then prepares a draft report and provides a copy to the school for its review and comment. The draft contains the findings, discussion, and the evidence base for those findings. Upon receiving a school's comment, the NYC DOE CSO reviews its draft, makes any appropriate changes, and reviews the amended findings to make a recommendation to the Chancellor. The Chancellor's final decision, and the findings on which that decision is based, is submitted to the Board of Regents for a final decision.

[13] The NYC DOE charter renewal application is available on the Office of Charter Schools website at http://www.nycenet.edu/OurSchools/Region84/Creation/default.htm.

Part 6: Framing Questions and Key Benchmarks

I. FRAMING QUESTIONS:
Throughout the Renewal Process and the life of each school's charter, the NYC DOE Charter Schools Office uses the following framing questions to monitor Charter School success:

1. Has the School Been an Academic Success?
2. Has the School Been a Viable Organization?
3. Has the School Been in Compliance with All Applicable Laws and Regulations?

II. RENEWAL BENCHMARKS:

Benchmark 1: Performance and Progress
An academically successful school can demonstrate outstanding student performance outcomes according to the following statistical analyses:
1. Absolute
2. Comparative
3. Value-Added / Progress
4. NCLB

Benchmark 2: Rigorous Instructional Program Strong School Environment
In addition to outstanding student performance outcomes, a school that is an academic success has the following characteristics:

- Rigorous Instructional Program that includes:
  - Clearly-defined essential knowledge and skills that students are expected to learn, and that are aligned with state standards
  - Curriculum that is organized coherently across subjects and grades, and reflects the school's mission and goals
  - Academic expectations that adults in the school clearly and consistently communicate to students
  - Classroom lessons with clear goals aligned with the curriculum
  - Classroom practices that reflect competent instructional strategies
  - Assessments and data that the school systematically generates and uses to improve instructional effectiveness and student learning, and that has led to increased student performance
  - Formal and successful strategies to identify and meet the needs of students at-risk of academic failure, students not making acceptable progress towards achieving school goals, students who are ELL, and special education students

- A School Environment that Promotes Successful Teaching and Learning that includes:
  - An environment where students and staff feel safe and secure
  - Behavioral and cultural expectations that adults in the school clearly and consistently communicate to students
  - Clear policies and strategies to address student behaviors to promote learning—those behaviors that are both appropriate and inappropriate
  - Documented discipline policies and procedures for general and special education students that the school enforces fairly and consistently with appropriate due process
  - A professional culture focused on teaching and learning, with a qualified and competent teaching staff
  - Professional development activities at or sponsored by the school that are aligned with the mission and goals of the school, support the instructional program, meet student needs, and result in increased student achievement
  - A system for ongoing teacher evaluation and improvement that builds the school's capacity to reach its academic goals, with effective strategies to assist inexperienced or struggling teachers

Benchmark 3:Non-Academic Performance

A school that is organizationally viable can demonstrate outstanding non-academic performance outcomes according to the following statistical analyses:

- Absolute
- Comparative
- Value-Added

Benchmark 4: Governance and Internal Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Effective School Governance that includes:
  - A clear and common understanding of the school's mission, priorities, and challenges among all members of the board of trustees and school leadership, as evidenced by the strategies and resources used to further the academic and organizational success of the school
  - An evidenced commitment to serving a student population that reflects the full range of students throughout the city.
  - Policies, systems, and processes that facilitate effective governance of the school and that are followed consistently
  - Meaningful opportunities for staff and parents to become involved in school governance
  - Avenues of communication from the board of trustees to other members of the school community and vice-versa
  - Communication between the school leadership and school staff that facilitates coordinated actions and messages toward other members of the school community
  - Processes to address parent, staff, community, and student concerns appropriately and in a timely manner
  - Annual evaluations of the school leadership, based on clearly-defined goals and measurements
  - A board of trustees with a diversity of opinions and perspectives that promotes a healthy and vigorous dialogue of ideas
  - A process for board development to build its capacity to oversee the school's operations and to ensure the school's continued progress
  - A conflict of interest policy and code of ethics that are followed consistently
  - Activities that are in substantial compliance with the Open Meetings Law and Public Officers Law
  - An active and ongoing relationship with independent legal counsel that reviews relevant documents, policies, and incidents, and makes recommendations as needed

Benchmark 5: Sound Financial Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Healthy and Sound Financial Practices that include:
  - A long range financial plan that guides school operations
  - Realistic budgets that are monitored and adjusted when appropriate
  - Effective oversight, and financial decisions that further and reflect the school's mission, program, and goals
  - Internal controls and procedures that are followed consistently and that result in prudent resource management
  - Capacity to correct any deficiencies or audit findings
  - Financial records that are kept according to GAAP
  - Adequate financial resources to ensure stable operations
  - Processes that maintain and successfully manage the school's cash flow
  - Non-variable income streams that support critical financial needs

Benchmark 6: Parent and Student Satisfaction
A school that is a viable organization has the following characteristics:
Parent and Student Satisfaction, demonstrated by survey results as well as other valid and reliable measures.

Benchmark 7: Sufficient Facilities and Physical Conditions
In addition to outstanding non-academic performance outcomes, a school that is a viable organization has sufficient facilities and physical conditions conducive to the school implementing its program and meeting its goals.

Benchmark 8: Sufficient Reporting
A school that is in compliance with applicable laws and regulations has the following characteristics:

- Sufficient Reporting that includes
  - Annual reports and financial reports submitted completely and by deadline
  - Responses to DOE's or SED's requests for information or for changes to school operations (in accordance with legal requirements) in a timely manner

Benchmark 9: Appropriate Admissions Policy
A school that is in compliance with applicable laws and regulations has the following characteristics:

- An Appropriate Admissions Policy that includes
  - Opportunities for all interested parents to submit a complete application for enrollment
  - A random selection process that is conducted fairly, and when a wait list is generated, it is used appropriately to ensure a fair admissions process

Benchmark 10: Compliance with All Applicable Laws and Regulations
A school that is in compliance with applicable laws and regulations has the following characteristics:

- A Record of Substantial Compliance with:
  - Applicable health laws and regulations
  - Title I regulations
  - IDEA regulations to meet the needs of special education students

Part 7: NYC DOE School Progress Reports

Department of Education — **Progress Report 2009-10** — **HIGH SCHOOL**

This Progress Report is for:

SCHOOL	International Leadership Charter School (84X347)
SCHOOL LEADER	Elaine Ruiz Lopez
ENROLLMENT	321
SCHOOL TYPE	HIGH SCHOOL
PEER INDEX	2.67

Progress Report Grade: **C**

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row are considered for more intensive support or intervention.

How did this school perform?

- This school's overall score for 2009-10 is 57.1
- This school did better than 29% of all high schools citywide.

Category	Calculated Score	Category Grade
School Environment	10.8 out of 15	A
Student Performance	11.3 out of 25	D
Student Progress	35.0 out of 60	B
Additional Credit	0.0 (15 max)	
Overall Score	57.1 out of 100	C

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 47.0 - 57.9 receive a letter grade of C
- 20.8% of high schools earned a C in 2009-10

High School Table – Overall Grades

Grade	Score range	City summary
A	70.0 or higher	40.2% of high schools
B	58.0 - 69.9	29.3% of high schools
C	47.0 - 57.9	20.8% of high schools
D	40.0 - 46.9	6.9% of high schools
F	39.9 or lower	2.7% of high schools

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment
uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance
evaluates a high school's success in graduating students.

Student Progress
evaluates annual student advancement toward graduation through credit accumulation and passed Regents. In the weighted Regents pass rate measures, schools receive more points if they are able to help high need students pass the exams.

Closing the Achievement Gap
gives schools additional credit for helping high-need students graduate college-ready.

The second page provides specific information about how the school performed in each of these areas.

Quality Review Score
This school did not receive a Quality Review.

State Accountability Status
Based on its performance, this school is:
In Good Standing (2009-10)
This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students achieve exemplary outcomes. In high school, our ultimate goal is for all students to graduate ready for college. Accordingly, schools can earn additional credit based on the weighted diploma rate of high needs students, which gives higher weight to students with more college-ready diplomas such as Regents and Advanced Regents.

Schools can also earn additional credit based on the percentage of students, in the lowest third citywide who score a 75 or higher on the English Regents or on a Math Regents. Students with these scores are more likely to be able to attend a four-year University without the need for remedial classes.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Outcomes	Additional Credit Category
		Weighted 4-Year Diploma Rate
	-	English Language Learners
	-	SETSS / CTT / Self-Contained Students
	105.0%	Students in the Lowest Third Citywide
		Lowest Third Citywide
	-	Scored 75 or higher on the ELA Regents
	-	Scored 75 or higher on the Math Regents

(-) indicates less than than the minimum number of students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For High Schools, peer schools are determined based on four factors: 1) the average ELA and Math proficiency levels of the school's students before they entered High School, 2) the percentage of special education students, 3) the percentage of self-contained special education students, and 4) the percentage of students who enter high school 2 or more years overage. A lower peer index indicates a higher need population.

The peer schools for International Leadership Charter School are:

DBN	School Name	DBN	School Name
02M489	High School of Economics and Finance	27Q309	Academy of Medical Technology: A College Board School
09X413	Bronx High School for Medical Science	05M670	Thurgood Marshall Academy for Learning and Social Chang
02M400	High School for Environmental Studies	31R080	The Michael J. Petrides School
28Q310	Queens Collegiate: A College Board School	08X282	Women's Academy of Excellence
10X374	Knowledge and Power Preparatory Academy Interna	21K540	John Dewey High School
13K483	Urban Assembly School for Law and Justice, The	24Q560	Robert F. Wagner, Jr. Secondary School for Arts and Techn
21K525	Edward R. Murrow High School	84K694	Believe Southside Charter High School
84M284	Harlem Children's Zone/Promise Academy Charter S	84K693	Believe Northside Charter High School
10X442	Celia Cruz Bronx High School of Music, The	02M399	THE HIGH SCHOOL FOR LANGUAGE AND DIPLOMACY
02M392	MANHATTAN BUSINESS ACADEMY	24Q293	Civic Leadership Academy
02M600	The High School of Fashion Industries	14K561	Williamsburg Preparatory School
07X495	University Heights Secondary School at Bronx Comi	24Q530	International High School at LaGuardia Community College
22K425	James Madison High School	11X542	Pelham Preparatory Academy
84X393	Green Dot NY Charter School	27Q308	Robert H. Goddard High School of Communication Arts and
25Q670	Robert F. Kennedy Community High School	25Q492	Mathematics, Science Research and Technology Magnet Hi
10X477	Marble Hill High School for International Studies	84K473	Williamsburg Charter High School
30Q301	Academy for Careers in Television and Film	25Q272	George Washington Carver High School for the Sciences
10X368	In-Tech Academy (M.S. / High School 368)	20K490	Fort Hamilton High School
02M407	Institute for Collaborative Education	08X269	Bronx Studio School for Writers and Artists
13K527	Urban Assembly Institute of Math and Science for Y	28Q690	High School for Law Enforcement and Public Safety

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit http://schools.nyc.gov/Accountability/Tools/Report/Default.htm or send us an email at pr_support@schools.nyc.gov.

Results by Category

SCHOOL International Leadership Charter School (84X347)
SCHOOL LEADER Elaine Ruiz Lopez

HIGH SCHOOL

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded

		0% Min	25%	50%	75%	100% Max
Engagement 9.0	75.0%	6.0				10.0

In this example, the school's engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (6.0) to the highest engagement (10.0).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2006-07, 2007-08 and 2008-09.

School Environment

Comprises 15% of the Overall Score

This Year's Score: 10.8 out of 15

A

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
Survey Scores (10 points)								
Academic Expectations	8.2	81.8%	6.4	8.8	88.5%	5.9	8.5	
Communication	7.2	73.1%	5.3	7.9	82.1%	4.9	7.7	
Engagement	7.3	74.1%	5.3	8.0	80.0%	4.9	7.9	
Safety and Respect	8.1	80.0%	6.1	8.8	87.1%	5.4	8.5	
Attendance (5 points)	90.0%	54.1%	85.4%	93.9%	67.7%	73.2%	98.0%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: 11.3 out of 25

D

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
Four Year								
Graduation Rate	64.2%	25.2%	53.4%	95.2%	45.9%	33.8%	100.0%	53
Weighted Diploma Rate	159.4%	59.4%	82.8%	211.9%	62.2%	34.6%	235.4%	53
Six Year								
Graduation Rate			61.4%	99.0%		40.7%	100.0%	0
Weighted Diploma Rate			84.9%	212.3%		35.9%	227.5%	0

Student Progress

Comprises 60% of the Overall Score

This Year's Score: 35.0 out of 60

B

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
Credit Accumulation								
Percentage of Students Earning 10+ Credits in 1st Year	59.5%	18.8%	50.1%	100.0%	28.6%	43.3%	100.0%	102
Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year	23.1%	3.8%	20.1%	100.0%	6.3%	17.9%	100.0%	26
Percentage of Students Earning 10+ Credits in 2nd Year	50.5%	5.4%	47.7%	100.0%	16.5%	40.7%	100.0%	93
Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year	50.0%	38.1%	19.2%	100.0%	41.0%	16.4%	98.4%	28
Percentage of Students Earning 10+ Credits in 3rd Year	84.6%	73.7%	54.5%	95.8%	74.1%	41.5%	99.9%	54
Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year	80.0%	79.1%	22.4%	95.2%	78.3%	16.0%	97.7%	15
Average Completion Rate for Remaining Regents	30.8%	22.5%	23.0%	57.7%	43.2%	4.9%	64.9%	202
Weighted Regents Pass Rates								
English	1.11	60.6%	0.71	1.37	69.3%	0.50	1.38	40
Mathematics	1.91	106.0%	0.68	1.64	97.0%	0.29	1.95	82
Science	1.75	100.0%	0.70	1.75	93.1%	0.40	1.85	94
United States History	1.37	89.6%	0.51	1.47	92.4%	0.40	1.45	28
Global History	1.45	93.6%	0.43	1.52	91.3%	0.19	1.57	44