

**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](mailto:ELopez@ilchs.org)  
  [Palomaazul@aol.com](mailto:Palomaazul@aol.com)

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

**E-mail address and Phone Number of Board President**  
[Doricollazobaker@gmail.com](mailto: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>
<b>Comprehensive English</b>	<b>2008-09</b>	<b>35</b>	<b>1</b>	<b>3</b>	<b>23</b>	<b>8</b>	<b>31</b>	<b>0</b>	<b>3</b>	<b>20</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>0</b>
	2007-08															
	2006-07															
	2005-06															
<b>Integrated Algebra</b>	<b>2008-09</b>	<b>105</b>	<b>18</b>	<b>18</b>	<b>67</b>	<b>2</b>	<b>101</b>	<b>15</b>	<b>18</b>	<b>66</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>
	2007-08															
	2006-07															
	2005-06															
<b>Math B</b>	<b>2008-09</b>	<b>11</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>11</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	2007-08															
	2006-07															
	2005-06															
<b>Global History &amp; Geography</b>	<b>2008-09</b>	<b>44</b>	<b>12</b>	<b>2</b>	<b>21</b>	<b>9</b>	<b>42</b>	<b>10</b>	<b>2</b>	<b>21</b>	<b>9</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>
	2007-08															
	2006-07															
	2005-06															
<b>US History and</b>	<b>2008-</b>	<b>34</b>	<b>3</b>	<b>4</b>	<b>19</b>	<b>8</b>	<b>30</b>	<b>1</b>	<b>4</b>	<b>17</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>

**Government**

09															
2007-08															
2006-07															
2005-06															

**Living Environ.**

<b>2008-09</b>	<b>84</b>	<b>5</b>	<b>4</b>	<b>58</b>	<b>17</b>	<b>77</b>	<b>3</b>	<b>4</b>	<b>53</b>	<b>17</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>0</b>
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>			
			<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>
<b>Phys. Setting/ Earth Sci.</b>	2008-09															
	2007-08															
	2006-07															
	2005-06															
<b>Phys. Setting/ Chemistry</b>	2008-09	21	4	5	11	1	21	4	5	11	1	0	0	0	0	0
	2007-08															
	2006-07															
	2005-06															
<b>Phys. Setting/ Physics</b>	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															

	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															





*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> students N=5>65 <u>SN/ELL</u> N=3>65 <u>ELL</u> students N=6 >65
9	6/19/09 Integrated Algebra	97	18			79		68%	N=67>65 N=2>85 <u>SN</u> students N=2>65 <u>ELL</u> Students



**Progress Toward Goals  
2007-08**

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

<b>Goal/Objective: Desired Level of Attainment</b>	<b>Actual Result: Observed Level of Attainment</b>	<b>Measure Used To Indicate Attainment of The Goal/Objective</b>	<b>Was the Goal/ Objective Met? (Y/N)</b>	<b>Explanation if Not Met</b>
ILCS shall make AYP in ELA as measured by the cumulative performance on the Final Quarter of Academic Year.	81% of 9 <sup>th</sup> 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 <sup>th</sup> 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.	Final Quarter Report Card Grades  Final Quarter Report Card Grades	Yes	
ILCS shall make AYP in Mathematics as measured by the Final Quarter Report Card	80% of 9 <sup>th</sup> 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.	New York State English Comprehensive Regents Examination  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	

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

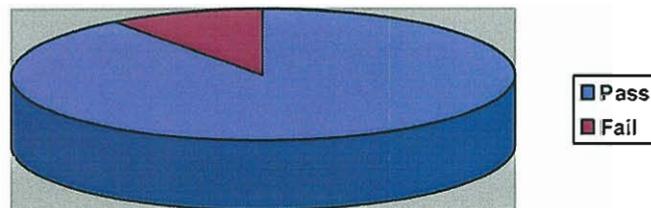
## II. Additional Evidence/Reflection on Progress Towards Goals

*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 (9<sup>th</sup> 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 9<sup>th</sup> 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

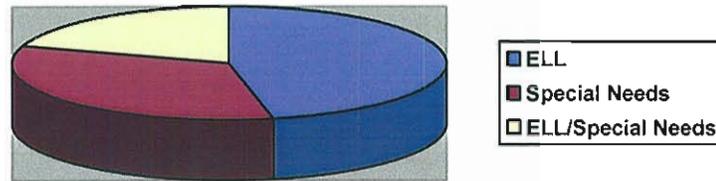


Total Tested	84	Percent
Total Passed	76	90%
Total Failed	8	10%

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

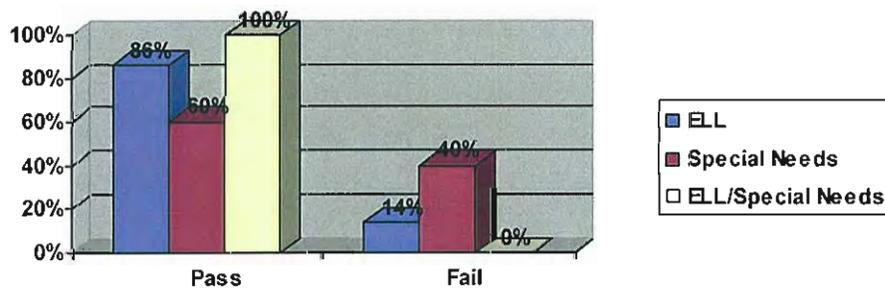
differentiate instruction in a culture of high expectations. Please see the chart provided below with the disaggregated data that reflects the performance of this population. Eighty Six percent (86%) of Special Needs students, 60% percent (60%) of ELL/Special Needs and One hundred percent (100%) of ELL 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 (9<sup>th</sup> 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.

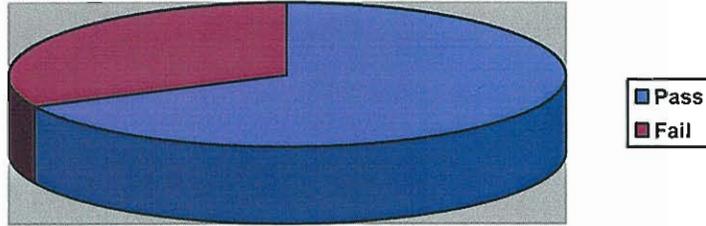
The steady pattern of academic progress as measured by results on the NYS Regents examination in mathematics shows that our first, second and third cohort have made steady gains in Year One (62%), Year Two (63%). In Year Three sixty-eight percent (68%) of our students passed at the new state cutoff score 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 (9<sup>th</sup> 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 9<sup>th</sup> 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 9<sup>th</sup> 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.

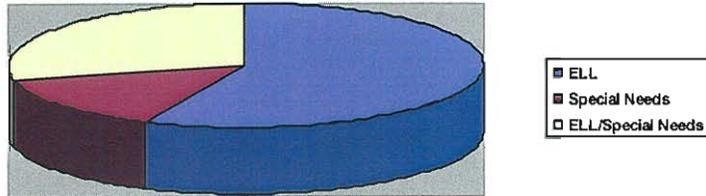
## ELL and Special Needs Groups

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



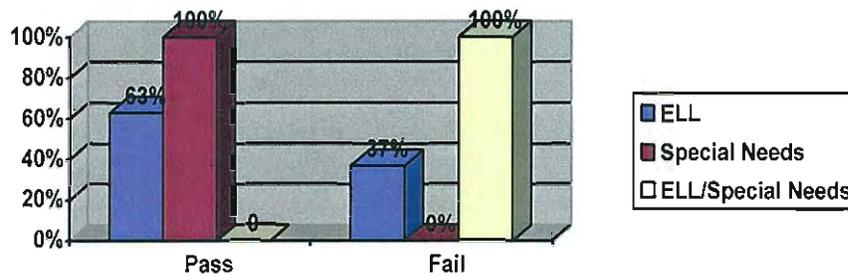
Total Tested	79	
Total Passed	54	68%
Total Failed	26	32%

**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**

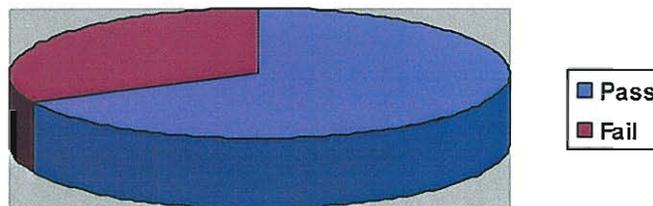


ELL/Special Needs	Total Tested	Pass		Fail	
ELL	8	5	63%	3	37%
Special Needs	2	2	100%	0	0%
ELL/Special Needs	4	0	0%	4	100%
<b>Total</b>	<b>14</b>	<b>7</b>	<b>50%</b>	<b>7</b>	<b>50%</b>

**Performance on Global History Regents Examinations**

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

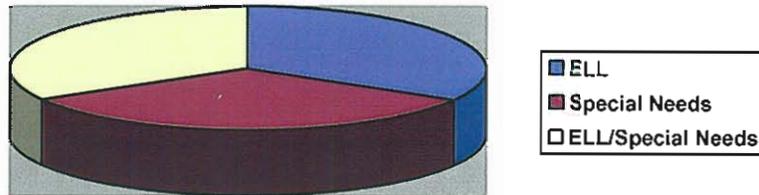
**Second Cohort  
Grade 10  
Global History & Geography  
Regents June 2009**



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

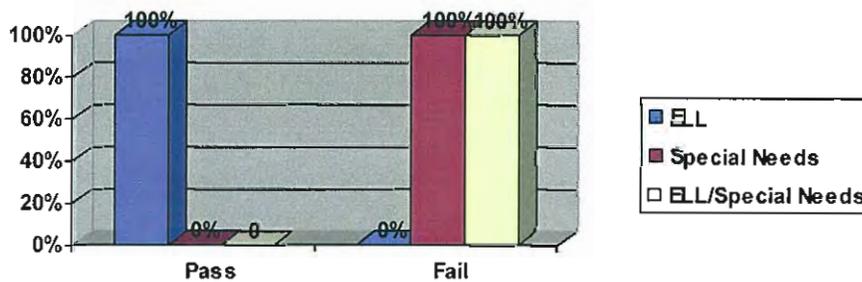
## ELL and Special Needs Groups

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

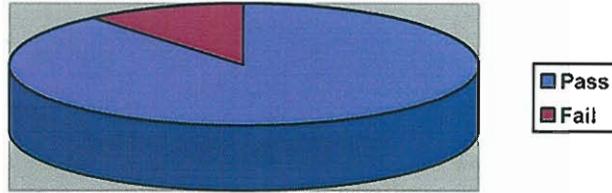


ELL/Special Needs	Total Tested	Pass		Fail	
ELL	1	1	100%	0	0%
Special Needs	1	0	0%	1	100%
ELL/Special Needs	1	0	0%	1	100%
Total	3	1	33%	2	67%

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).

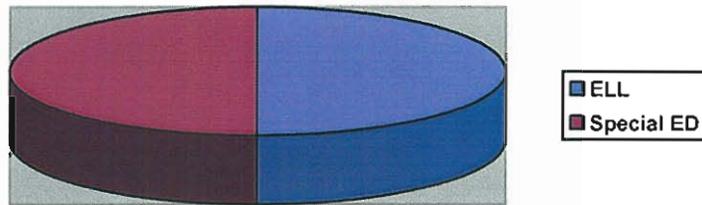
**First Cohort  
Grade 11  
English Comprehensive Regents  
June 2009**



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

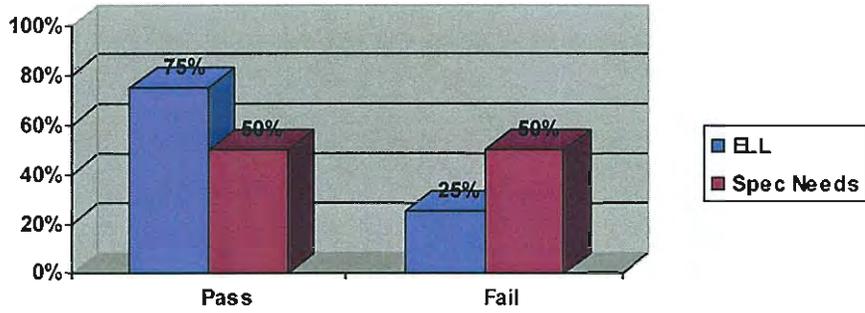
**ELL and Special Needs**

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



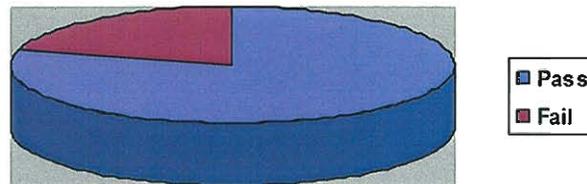
ELL & Spec Needs	E.L.L		Spec. Needs		Total Tested
Number/ Percent of Students	4	50%	4	50%	8

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



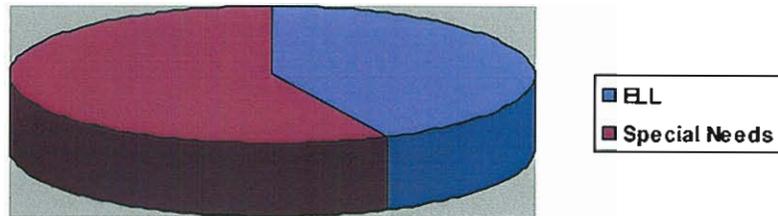
ELL & Spec Needs	Pass		Fail	
	Count	Percent	Count	Percent
ELL	3	75%	1	25%
Special Needs	2	50%	2	50%
Total Tested	5	62%	3	38%

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



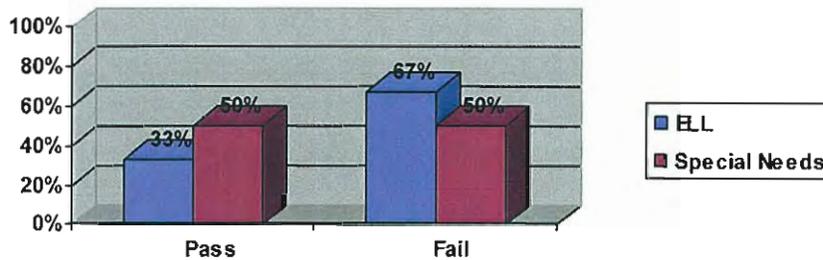
Total Tested	34	Percent
Total Passed	27	80%
Total Failed	7	20%

**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**



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

Our

student

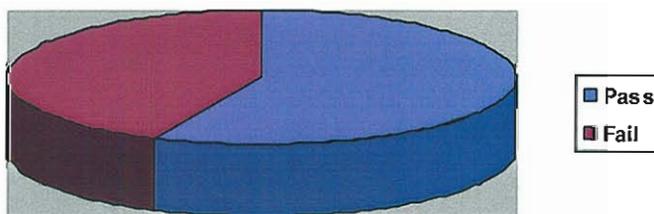
population is predominantly Latino (76%) and linguistically diverse with varying levels of proficiency and literacy in English. Sixteen percent (15%) of our students are ELLs and 11% are Special Needs. An annual performance goal of 75% of cohort passing is within 7% points closer to how our students 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 <i>(July 1 – June 30)</i>	243	168	88	N/A
<b>Total Percent Attrition</b>	<b>6% (.06)</b>	<b>7% (.07)</b>	<b>12% (.12)</b>	<b>N/A</b>

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

	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>	<b>2005-06</b>
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	
<b>Total Percent Attrition</b>	<b>10% (.10)</b>	<b>1% (.08)</b>	<b>44% (.44)</b>	<b>N/A</b>

THE UNIVERSITY OF THE STATE OF NEW YORK  
 THE STATE EDUCATION DEPARTMENT  
 OFFICE OF ELEMENTARY, MIDDLE,  
 SECONDARY AND CONTINUING EDUCATION  
 CHOICE PROGRAMS  
 ROOM 462, EDUCATION BUILDING ANNEX  
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL  
 REPORT OF FISCAL PERFORMANCE  
 FOR THE SCHOOL YEAR ENDED 6/30/09

Charter School Code:

3	2	0	9	0	0	8	6	0	9	0	4
---	---	---	---	---	---	---	---	---	---	---	---

Charter School Name: International Leadership Charter School

Contact Person: Dr. Elaine Ruiz Lopez

Phone: 718-562-2300

REVENUES		EXPENDITURES	
		SALARIES	OTHER TOTAL
A. STATE SOURCES	538,188	391,294	252,452
B. FEDERAL SOURCES	133,687	82,100	42,075
C. PUBLIC SCHOOL DISTRICTS		775,332	799,431
1. BASIC OPERATING REVENUES	3,066,773	88,156	84,151
2. STATE AID-PUPILS WITH DISABILITIES		48,500	42,075
3. FED. AID-PUPILS WITH DISABILITIES			
4. OTHER REV FROM PUB SCH DISTRICTS	4,656		
D. ALL OTHER REVENUES		76,328	42,075
E. TOTAL REVENUES FROM ALL SOURCES	<u>3,743,304</u>		
		N. EMPLOYEE BENEFITS	262,229
S. ENROLLMENT	218.03	O. DEBT SERVICE	
T. EXPENDITURES PER PUPIL	17,468	P. SCHOOL LUNCH	79,768
	(R/S)	Q. CAPITAL EXPENSE	742,657
		R. GRAND TOTAL EXPENDITURES	<u>3,808,624</u>

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

Signature:   
 Chief School Officer

Date: 7/14/09

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Dr. Elaine Ruiz López  
Name of Charter School International Leadership Charter School  
Charter Entity NYCDOE  
Home Address \_\_\_\_\_  
Business Address \_\_\_\_\_  
Daytime Phone \_\_\_\_\_  
E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Founder & Founding Trustee

2. Is the trustee an employee of the School?  Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Chief Executive Officer  
Head of School

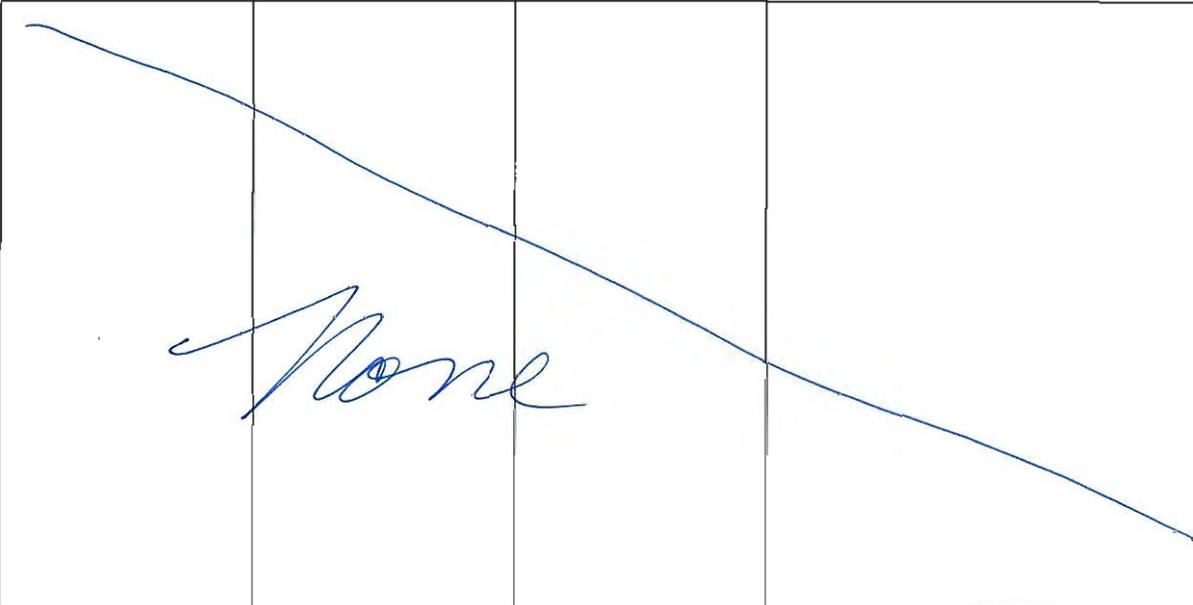
4. Is the trustee an employee or agent of the management company?  Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School?  Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
			

Elaine Ruiz Lopez  
Signature

7/14/09  
Date

Subscribed and sworn to before me this 14<sup>th</sup> day of July, 2009.

Kelsey Blumenstock  
Notary Public

KELSEY BLUMENSTOCK  
NOTARY PUBLIC FOR THE  
STATE OF NEW YORK,  
NEW YORK COUNTY  
COMMISSION EXPIRES  
04/05/11

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) DORI COLLAZO-BAKER, ED.D  
Name of Charter School ILCS  
Charter Entity DOE / Chancellor Klein  
Home Address \_\_\_\_\_  
Business Address \_\_\_\_\_  
Daytime Phone \_\_\_\_\_  
E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative):  
Chair person

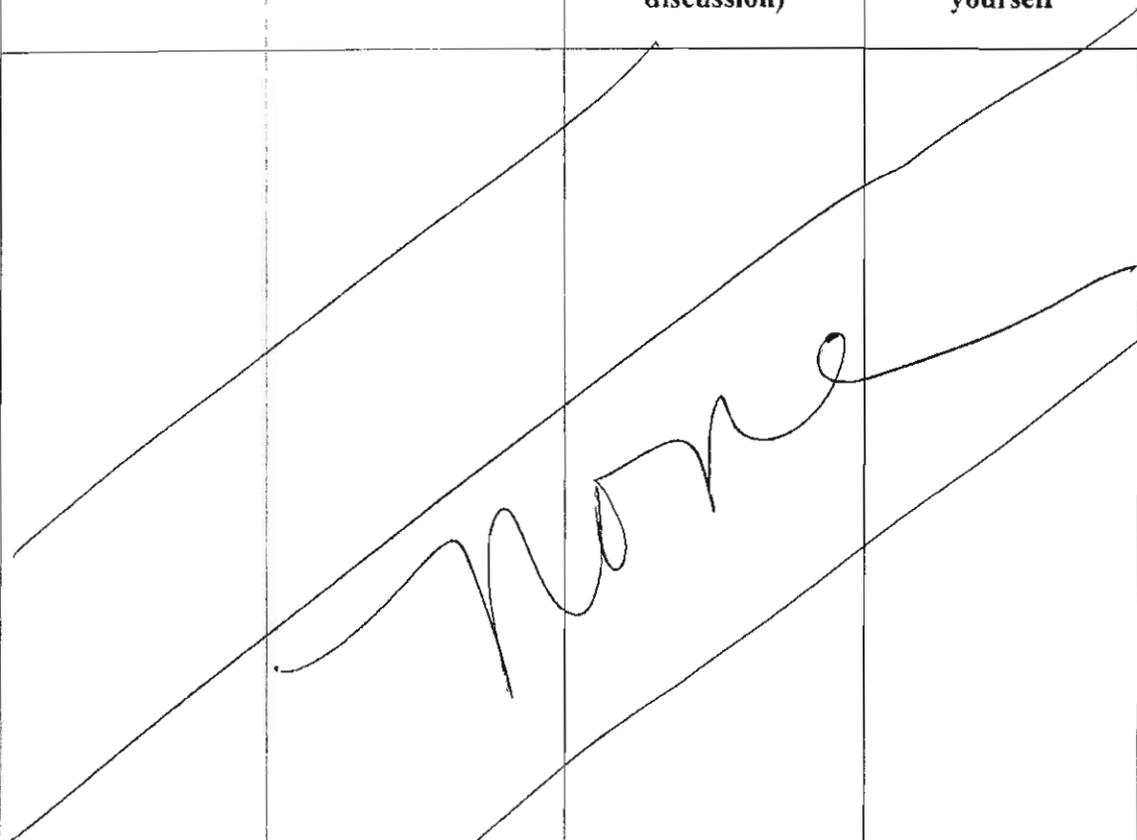
2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.  
\_\_\_\_\_  
\_\_\_\_\_

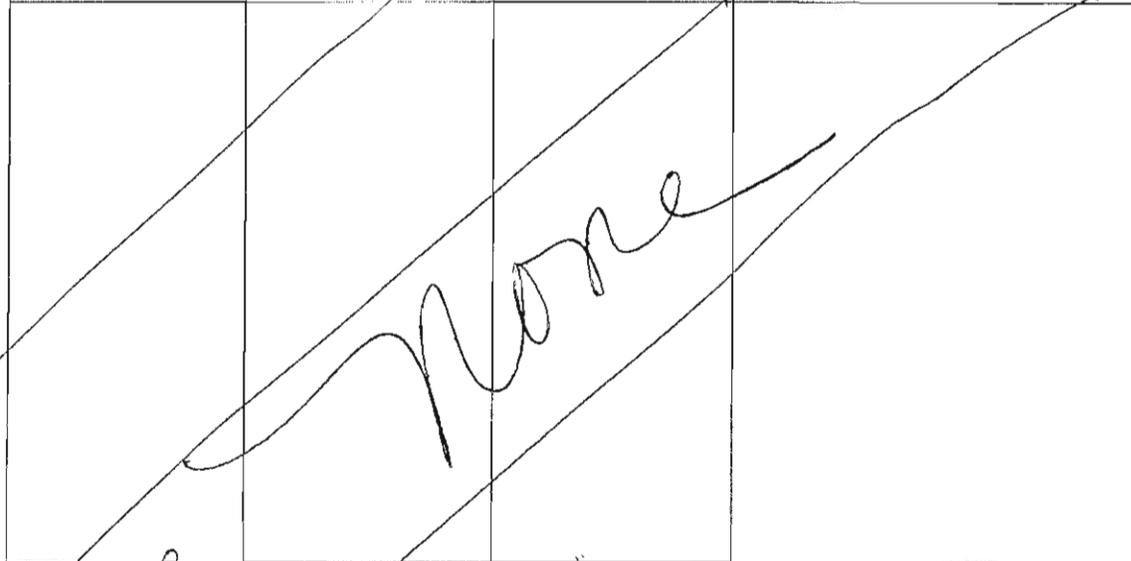
4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
			

Wore Callaghy Baker  
Signature

7/7/09  
Date

Subscribed and sworn to before me this 7<sup>th</sup> day of July, 2009.

Kelsey Blumenstock  
Notary Public

KELSEY BLUMENSTOCK  
NOTARY PUBLIC FOR THE  
STATE OF NEW YORK,  
NEW YORK COUNTY  
COMMISSION EXPIRES

04/05/2011

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Demetra Nicolau Keane  
Name of Charter School International Leadership High School  
Charter Entity \_\_\_\_\_  
Home Address \_\_\_\_\_  
Business Address \_\_\_\_\_  
Daytime Phone \_\_\_\_\_  
E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative):  
interim treasurer, treasurer

2. Is the trustee an employee of the School?  Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.  
\_\_\_\_\_  
\_\_\_\_\_

4. Is the trustee an employee or agent of the management company?  Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School?  Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<del>none</del>			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			

*[Handwritten Signature]*  
 \_\_\_\_\_  
 Signature

*7/7/09*  
 \_\_\_\_\_  
 Date

Subscribed and sworn to before me this 7<sup>th</sup> day of July, 2009.

*Kelsey Blumenstock*  
 \_\_\_\_\_  
 Notary Public

KELSEY BLUMENSTOCK  
 NOTARY PUBLIC FOR THE  
 STATE OF NEW YORK,  
 NEW YORK COUNTY  
 COMMISSION EXPIRES  
 04/05/11

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) John Paul Gonzalez

Name of Charter School International Leadership C. High School

Charter Entity Chancellor NYC DOE

Home Address

Business Address

Daytime Phone

E-Mail Address



1. List all positions held on board (e.g., chair, treasurer, parent representative): Secretary

2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

n/a

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	n/a		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	n/a		

J.P. Gonzalez  
Signature

July 6, 2009  
Date

Subscribed and sworn to before me this 6 day of July, 2009

[Signature]  
Notary Public

CARROLL A. COLE  
Notary Public, State of New York  
No. 31-4603696  
Qualified in New York and Kings County  
Commission Expires Jan. 31, 2010

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) SAUNDRA THOMAS

Name of Charter School INTERNATIONAL LEADERSHIP CHARTER SCHOOL

Charter Entity CHANCELLOR NYCDE

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address [REDACTED]

1. List all positions held on board (e.g., chair, treasurer, parent representative):

VICE-CHAIR

2. Is the trustee an employee of the School?  Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

I AM THE VICE-CHAIR OF THE ILCS BOARD OF TRUSTEES.

4. Is the trustee an employee or agent of the management company?  Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School?  Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
	<i>NONE</i>		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

*Stuedea Rome*  
Signature

7/6/09  
Date

Subscribed and sworn to before me this 6<sup>th</sup> day of July, 2009.

*Rebecca Rassy*  
Notary Public

**REBECCA RESSY**  
NOTARY PUBLIC - STATE OF NEW YORK  
NO. 01RE5026960 QUALIFIED IN KINGS COUNTY  
CERTIFICATE FILED IN NEW YORK COUNTY  
MY COMMISSION EXPIRES APRIL 25, 2010

*Statement of Assurances*

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Dr. Elaine Ruiz López      Elaine Ruiz Lopez      7/14/09  
Print Name, Head of Charter School      Signature and Date  
*Elaine Ruiz Lopez*

Subscribed and sworn to before me this 14<sup>th</sup> day of July, 2009.

Kelsey Blumenstock  
Notary Public

KELSEY BLUMENSTOCK  
NOTARY PUBLIC FOR THE  
STATE OF NEW YORK,  
NEW YORK COUNTY  
COMMISSION EXPIRES  
04/05/11

DOKI COLLAZO-BAKER      Doki Collazo Baker      7/14/09  
Print Name, President, Board of Trustees      Signature and Date

Subscribed and sworn to before me this 14<sup>th</sup> day of July, 2009.

Kelsey Blumenstock  
Notary Public

KELSEY BLUMENSTOCK  
NOTARY PUBLIC FOR THE  
STATE OF NEW YORK,  
NEW YORK COUNTY  
COMMISSION EXPIRES  
04/05/11