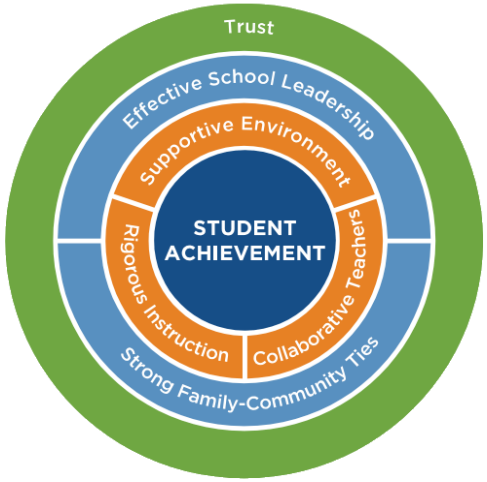
2014-15 School Quality Snapshot / HS

www.ilchs.org

International Leadership Charter High School (84X347)

Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.



Rigorous Instruction	■■■■
Collaborative Teachers	■■■□
Supportive Environment	■■■□
Effective School Leadership	■■□□
Strong Family-Community Ties	■■□□
Trust	■■□□
Student Achievement	■■■■

KEY:

Excellent ■■■■ Good ■■■□ Fair ■■□□ Poor ■□□□

School Overview

The International Leadership Charter School will implement an academically rigorous curriculum that will elevate students' intellectual capacity, provide them with a superior high school education and prepare them for a higher education. Our students will meet and exceed city and statewide assessment averages in Reading, English, Mathematics and Science. We seek to expand students' knowledge of international studies, the social, economic and political issues that affect their daily lives; and to cultivate their leadership skills with a commitment to community service, social action and participation in the global society.

General Information

Principal: Dr. Elaine Ruiz-L≤pez
Grades served: 09,10,11,12
Enrollment: 304
Average SAT: 1269/2400
Shared Space: No
Admissions methods:

Student Demographics

Asian: 0% | Black: 20% | Hispanic: 75% | White: 1%
English Language Learners: 8%
Student with Special Needs: 9%

Staff Experience

Years of principal experience at this school: N/A
% of teachers with 3 or more years of experience: N/A

Attendance

Student Attendance: 91% | Students Chronically Absent: 29%
Teacher Attendance: N/A

2900 Exterior Street
Bronx, NY 10463
718-562-2300

Activities, Sports, and Arts

17% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school

Extracurricular Activities

N/A

PSAL Sports

Boys: N/A

Girls: N/A

Co-Ed: N/A

Arts Classes

N/A

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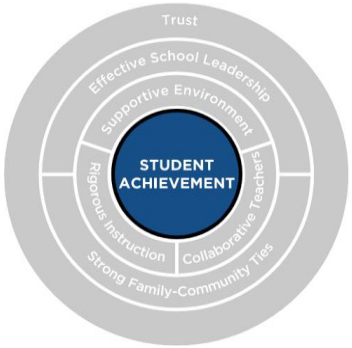

[1] College or career preparatory courses and exams (number of students successfully completing out of 60 seniors):

College Credit Course	(16)
Associate Degree	(10)
Chemistry Regents	(2)

Student Achievement

This section presents information on the progress towards graduation, graduation rates, college and career readiness, and postsecondary options pursued by students at this school.

Progress Toward Graduation

Credits

90%

earned enough credits in 9th grade to be on track for graduation

City: 84%
Borough: 78%
Comparison Group*: 83%

99%

earned enough credits in 10th grade to be on track for graduation

City: 79%
Borough: 74%
Comparison Group*: 83%

Regents

How well does this school help students improve from their incoming proficiency levels and pass Regents exams?

English
Mathematics
Science
Social Studies

Graduation

4-Year

93%

graduated within four years

City: 70%
Borough: 62%
Comparison Group*: 89%

6-Year

98%

graduated within six years

City: 76%
Borough: 68%
Comparison Group*: 93%

At this school, how did students from different starting points in 8th grade perform in high school?

Starting Point (8th grade level)	High School Outcomes: Graduated in 4 yrs		College ready	
	School	City	**School**	City
Level 3 or 4	N/A	95%	N/A	86%
Level 2	97%	81%	31%	32%
Level 1	80%	47%	27%	4%

Closing the Achievement Gap

How well did this school help different groups of students graduate in four years?

English Language Learners	N/A
Students with Special Needs	N/A
City's Lowest Performing Students	

The citywide graduation rates are projected numbers, subject to correction by the New York State Education Department.

College and Career Readiness

43%

successfully completed approved college or career preparatory courses and assessments[1]

City: 46%
Borough: 30%
Comparison Group*: 58%

33%

graduated college ready (met CUNY's standards for avoiding remedial classes)

City: 35%
Borough: 22%
Comparison Group*: 37%

79%

graduated from high school and enrolled in college or other postsecondary program within 6 months

City: 53%
Borough: 43%
Comparison Group*: 70%

Postsecondary options that students from this school pursued:

31%	CUNY (City University of New York) - 4 yr
9%	CUNY (City University of New York) - 2 yr
9%	New York State Public
18%	New York State Private
10%	Out of State
0%	Other

KEY:

Excellent
Good
Fair
Poor

***Comparison Group** is made up of students from other schools across the city who were the most similar to the students at this school, based on their incoming test scores, disability status, economic need, and over-age status. Comparing the school's result to the "comparison group" result provides insight on how well the school is helping its students in light of their starting points and the challenges that they face.

The section ratings are based on more information than what is included in this summary report. For more information, please see: http://schools.nyc.gov/Accountability

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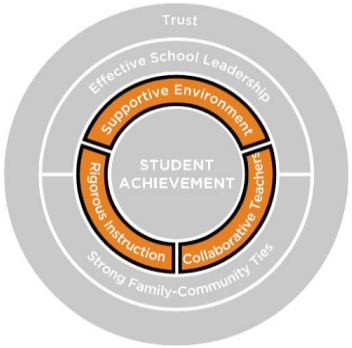

Rigorous Instruction

Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core.

Quality Review [1]

How interesting and challenging is the curriculum?

N/A

How effective is the teaching and learning?

N/A

How well does the school assess what students are learning?

N/A

Survey [2]

94%

responded positively to questions about Rigorous Instruction

City: 85%
Borough: 84%

Selected Questions

81% of students say that they learn a lot from feedback on their work (City: 84%)

91% of students know what their teacher wants them to learn in class (City: 90%)

94% of teachers say that students build on each other's ideas during class discussions (City: 78%)

Collaborative Teachers

Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.

Quality Review

How well do teachers work with each other?

N/A

Survey

86%

responded positively to questions about Collaborative Teachers

City: 86%
Borough: 85%

Selected Questions

89% of teachers say that they work together to design instructional programs (City: 91%)

78% of teachers say that they have opportunities to work productively with colleagues in their school (City: 85%)

94% of teachers say that they feel responsible that all students learn (City: 89%)

Supportive Environment

The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations.

Quality Review

How clearly are high expectations communicated to students and staff?

N/A

Less Restrictive Environment

Movement of students with special needs to less restrictive environments

Survey

82%

responded positively to questions about Supportive Environment

City: 83%
Borough: 82%

Selected Questions

96% of students feel safe in the hallways, bathrooms, locker room, and cafeteria (City: 84%)

68% of students say that teachers notice when they are upset or having emotional difficulty (City: 71%)

74% of students say that this school supports students in navigating the post-secondary process (City: 82%)

[1] Quality Review

Charter schools do not receive Quality Reviews. They are monitored and evaluated by authorizers, who produce reports. The school's authorizer is New York City Department of Education - Chancellor. The authorizer's reports can be found on the authorizer's website: http://schools.nyc.gov/community/charters/information/schoolperformancereports.htm

[2] Survey Response Rates

Teachers: 54%
Parents: 50%
Students: 75%

KEY:

Excellent
Good
Fair
Poor

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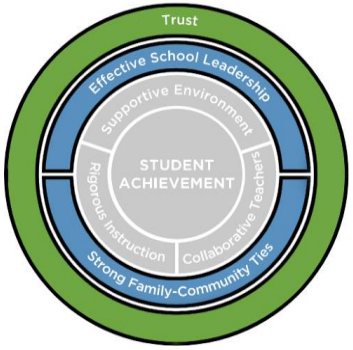

Effective School Leadership

School leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision.

Survey [2]

79%

responded positively to questions about Effective School Leadership

City: 82%
Borough: 81%

Selected Questions

100% of teachers say that the principal communicates a clear vision for this school (City: 86%)

95% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 82%)

80% of parents feel that the principal works to create a sense of community in the school (City: 89%)

Strong Family-Community Ties

The school forms effective partnerships with families and outside organizations to improve the school.

Survey

69%

responded positively to questions about Strong Family-Community Ties

City: 75%
Borough: 76%

Selected Questions

83% of parents say that school staff regularly communicate with them about how the staff can help their children learn (City: 88%)

88% of parents feel that teachers try to understand families' problems and concerns (City: 90%)

84% of teachers say that teachers at this school work closely with families to meet students' needs (City: 91%)

Trust

Relationships between administrators, educators, students, and families are based on trust and respect.

Survey

84%

responded positively to questions about Trust

City: 89%
Borough: 88%

Selected Questions

72% of teachers say that they trust the principal (City: 82%)

89% of teachers say that they trust each other (City: 87%)

88% of parents say that school staff work hard to build trusting relationships with them (City: 91%)

80% of students say that teachers treat them with respect (City: 86%)

Additional Information

This report is intended to provide a useful summary of school information, but it does not cover everything.

To learn more, parents are encouraged to review additional resources, such as the School Directory, the School Quality Guide, the Quality Review, and the NYC School Survey, and to speak with members of the school community.

[2] Survey Response Rates

Teachers: 54%
Parents: 50%
Students: 75%

KEY:

Excellent
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Fair
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For more information on this document: #http://schools.nyc.gov/NR/rdonlyres/7A334DFB-D6DD-4740-A849-E2B01B628BA6/0/SnapshotFamilyGuideHS2015.pdf#

School Quality Guide: http://schools.nyc.gov/OA/SchoolReports/2014-15/School_Quality_Guide_2015_HS_X347.pdf
Quality Review: http://schools.nyc.gov/Accountability/tools/review/default.htm
NYC School Survey: http://schools.nyc.gov/OA/SchoolReports//2014-15/Survey_2015_X347.pdf
NYC School Directory: http://schools.nyc.gov/NR/rdonlyres/242B11CB-2515-4927-A53B-91DDB721D083/0/2014_15Bronx.pdf