



**International
Leadership Charter High
School**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Elaine Ruiz Lopez (Founder and CEO) prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position
	Office (e.g., chair, treasurer, secretary)
Dr. Elaine Ruiz Lopez	Ex-officio- Non-voting, School CEO
LaShawn Butler-Frances	Board Chair
Betty Quiroz	Trustee
Maximo Dume	Trustee
Luisa Ubiera	Parent Representative
Marcia Garcia	Parent Representative
Yanelis Munos	Parent Representative
Denise Martinez	Trustee

Dr. Elaine Ruiz Lopez has served as the Founder and CEO for the International Leadership Charter High School since the school's first year in the fall of 2006.

SCHOOL OVERVIEW

The International Leadership Charter High School (hereafter known as International Leadership), the first public charter high school in the Bronx, opened its doors in September of 2006. Since its founding, International Leadership has delivered an academically rigorous curriculum aimed at elevating students' intellectual capacity and preparing students for a higher education. We seek to expand students' knowledge of international studies and to cultivate their leadership skills with a commitment to community service, social action and civic participation in a global society. Our mission is to change lives and transform communities, one scholar at a time.

As part of its mission, International Leadership provides Latino, African American, and children of immigrants from various ethnic communities living in or below poverty with an exceptional college preparatory curriculum sequence. Historically, over 75 percent of students at International Leadership are economically disadvantaged and more than 80 percent are the first in their families to attend college.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	98	75	68	69	310
2023-24	N/A	N/A	N/A	N/A	N/A	N/A	38	N/A	N/A	113	91	68	65	375
2024-25	N/A	N/A	N/A	N/A	N/A	N/A	44	46	N/A	79	103	68	66	406

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2022-23	2019-20	2019	69	4	65
2023-24	2020-21	2020	65	7	58
2024-25	2021-22	2021	66	6	60

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	65	0	65
2023-24	2020-21	2020	58	1	59
2024-25	2021-22	2021	60	1	61

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2018-19	2018	66	3	69
2023-24	2019-20	2019	65	0	65
2024-25	2020-21	2020	58	1	59

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

PROMOTION POLICY

Promotion criteria are based on the scholars earning the total number of credits for each class they take during the school year.

Grade Level	Coursework/Exams	Credits
9	Successful completion of standards in academic subject areas. This includes passing the Math and Science Regents.	11.0 Credits
10	Successful completion of standards in academic subject areas. This includes passing the Global History Regents.	11.0 Credits
11	Successful completion of standards in academic subject areas. This includes passing the U.S History and English Regents.	14 Credits
12	Successful completion of standards in academic subject areas.	12.0 Credits
Total	48 Credits	

GOAL 1: HIGH SCHOOL GRADUATION

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Each year, 80% of our students will graduate within 4 years while continuously enrolled.

Graduation Goal Measure 1 - Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	92	100%
2024	81	100%

Graduation Goal Measure 2 - Leading Indicator

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient (**Level 3 or above**) on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams through at least 2021-22, some second year cohorts may have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2025, the 2023 Cohort will have completed its second year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2021	2022-23	62	79%
2022	2023-24	79	38%
2023	2024-25	92	54%

Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

The school's specific graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	73	60	82%
2020	2023-24	58	52	90%
2021	2024-45	60	57	95%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2022-23	69	66	96%
2019	2023-24	73	69	95%
2020	2024-25	58	55	95%

¹ These data reflect August graduation rates.

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Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022-23	73	59	80%	3624	87%
2020	2023-24	58	52	89%	3544	87%
2021	2024-25	60	57	95%	3544*	87%*

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Percentage of the 2021 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2023-24 results as a temporary placeholder for the district's 2024-25 results.

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2019	2022-23	N/A	N/A
2020	2023-24	N/A	N/A
2021	2024-25	N/A	N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The official district graduation rate for the 23-24 school year was not released at the time this report was completed. The previous year's score was used as a comparative measure. With the school graduation rate of 95%, International leadership has surpassed District 10's graduation rate. The outcome for the 5 year cohort was 50%.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Met
Comparative	Each year, the percentage of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

EVALUATION OF THE GRADUATION GOAL

International Leadership Charter High School met most of its graduation goals for the 24-25 school year. 95% of our 2021 cohort graduated in 4 years. The 2021 cohort experienced a graduation rate 8%* higher than district 10.

ADDITIONAL CONTEXT AND EVIDENCE

We continue to focus on and improve on our goal of 75% of students in the high school Total Graduation Cohort scoring at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort. We made a 24% gain in this area from the previous year.

ACTION PLAN

To maintain the strong academic performance, International Leadership Charter School plans to continue with our instructional model of accelerating learning and strategic intervention. Two notable programs that we use for our strategic intervention are afternoon tutoring three days a week and Saturday academy to strengthen the mastery of concepts.

GOAL 2: COLLEGE PREPARATION

Goal 2: COLLEGE PREPARATION

Each graduation 75 percent of our seniors will graduate college ready.

Students are supported in the postsecondary planning process by taking two semesters of our internally developed college seminar course. In addition, there is a partnership with Sandford and Lehman College where our students take college level courses. Our key partnerships are with College Now and National Equity Lab.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Matriculating to a college	57	57	100%
Receiving 5 or more college acceptance letters	57	57	100%
Achieving the college and career readiness benchmark on the SAT established by CUNY Schools (Earning Score of 480 or higher on Reading & Writing and score of 530 or higher on Math)	57	57	100%
Earning college course credit through the College Now Program	57	20	35%
Overall	57	57	100%

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
2018	2021-22	66	66	100%
2019	2022-23	60	59	98%
2020	2023-24	52	52	100%
2021	2024-2025	57		

SUMMARY OF THE COLLEGE PREPARATION GOAL

Our college preparation goal ensures that our scholars are not only graduating with the requirements for college acceptance, but they are accelerated based on their individual growth. Our goals ensure that there are high expectations for academic achievement with a target of 75% of graduating students demonstrating college readiness and 75% or more matriculating into a 2 or 4 year college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

EVALUATION OF THE COLLEGE PREPARATION GOAL

International Leadership Charter High School scholars have not only met their graduation requirement but also demonstrated that they are college ready. Preliminarily, 100% of our class of 2025 (cohort 2021) has matriculated to a two- or four-year college or university. 100% of our scholars have been accepted to five or more colleges. 35% were enrolled in the College Now program and 100% of those scholars earned the maximum number of credits for the class they were enrolled in.

ADDITIONAL CONTEXT AND EVIDENCE

We are proud to **confirm** that 100% of our Class of 2024 (cohort 2020) graduates matriculated to a two- or four-year college or university.

ACTION PLAN

Our action plan is to continue to ensure that our scholars have opportunities to accelerate their learning by enrolling in the College NOW program at Lehman College and/or through the National Education Equity Fund.

GOAL 3: ENGLISH LANGUAGE ARTS

WHAT GOES HERE

BACKGROUND

International Leadership Charter School opened our middle school in SY 2023-2024 with 6th grade scholars. The 2024-2025 year is the first year we have 6th and 7th graders.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all students enrolled and in at least their second year will perform at or above proficiency on the New York State English language Arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students **enrolled for at least two years**.

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2024-25 State English Language Arts Exam Number of Students Tested and Not Tested (SIRS-106)

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	48	0	0	0	0	0	1	49
7	42	0	0	0	0	0	0	42
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	90	0	0	0	0	0	1	91

Performance on 2024-25 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year⁶ (SIRS-106 and Internal)

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	48	15	31%	N/A	N/A	N/A
7	42	20	48%	28	11	39%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	90	35	39%	28	11	39%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English Language Arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The

⁶ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.⁷

English Language Arts 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
90	28%	26%	26%	14%

$$PI = 0 * [28]_{\text{Level 1}} + 1 * [26]_{\text{Level 2}} + 2 * [26]_{\text{Level 3}} + 2.5 * [14]_{\text{Level 4}} = [113]$$

$$PI = 0 + 26 + 52 + 35 = 113$$

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

2024-25 State English Language Arts Exam

Charter School and District Performance by Grade Level (SIRS-106 and DOE)

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	39%	28	43.4%	1203
8	N/A	N/A	N/A	N/A
All	39%	28	43.4%	1203

⁷ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

⁸ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁹

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	76.3	447.0	440.4	.68
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹⁰

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

¹⁰ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	63.6	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

ELA INTERNAL EXAM RESULTS

International Leadership Charter Middle School uses internal data from unit and interim exams.

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Internally Developed

SUMMARY OF THE ELA GOAL

The English Language Arts goals set forth by the International Leadership Charter Middle School aims to ensure that scholars are not only meeting proficiency, but they are continually showing progress from grades 6-8. Additionally, we strive to close the achievement gap by supporting scholars who were not proficient prior to entering middle school and ensuring that they meet or exceed proficiency in English Language Arts before entering High School.

Type	Measure	Outcome Met
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Not Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Not Met

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Met

EVALUATION OF ELA GOAL

While the school fell short of its ELA proficiency goal for second-year students, results were within 4.4 percentage points of the district average. As the middle school program was newly established in 2023–2024, this initial year serves as an important benchmark from which targeted instructional supports can be built.

ADDITIONAL CONTEXT AND EVIDENCE

Early assessment data show strong student engagement and emerging alignment between instruction and curriculum. Targeted interventions, teacher coaching, and progress monitoring are now in place to strengthen literacy outcomes in 2025–2026.

ELA ACTION PLAN

Building on the 2023–2024 results, the school is implementing a focused ELA improvement plan designed to strengthen foundational literacy skills and accelerate student growth in Grades 6–8. Key components include:

- **Data-Driven Instruction:** Teachers will use interim assessments and item analyses to identify specific skill gaps and adjust instruction accordingly.
- **Targeted Intervention:** Students performing below grade level will receive small-group support and structured reading interventions aligned with their diagnostic data.
- **Curriculum Alignment:** The ELA curriculum is being vertically aligned across elementary and middle school grades to ensure consistency in standards coverage and writing expectations.
- **Professional Development:** Teachers will participate in ongoing coaching focused on text-based instruction, vocabulary development, and evidence-based writing.
- **Progress Monitoring:** Leadership will track student growth through NWEA MAP and classroom-based assessments to ensure mid-year course corrections.

These efforts aim to position students to meet or exceed ELA proficiency goals in the next accountability cycle.

HIGH SCHOOL ENGLISH

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹¹

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	73	1	48	60%
2020	2023-24	58	0	43	74%
2021	2024-25	60	1	43	73%

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

¹¹ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹² Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	73	1	62	86%
2020	2023-24	58	0	54	93%
2021	2024-25	60	1	57	97%

High School ELA Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available. **2024-2025 HS ELA MIP=193.6**

High School ELA 2024-2025 - Cohort 2021

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
60	0/0%	2 / 3.3%	14/23.3%	43/71.7%

$$PI = 0 * [0]_{Level 1} + 1 * [3.3]_{Level 2} + 2 * [23.3]_{Level 3} + 2.5 * [71.7]_{Level 4} = [231.7]$$

$$PI = 0 + 6.6 + 46.6 + 178.5 = 113$$

High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	60%	73	17%	3627
2020	74%	58	51%	1812
2021	73%	60	54%	2005

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	NA	73	45%	3627
2010	98%	58	72%	1812
2021	97%	60	80%	2934

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

High School ELA Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School ELA Measure 7 - Growth (N/A)

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

International Leadership Charter School does not yet have 8th grade students.

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School ELA Measure 8 - Growth (N/A)

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

International Leadership Charter School does not yet have 8th grade students.

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Each year of high school, scholars are enrolled in an English Language class. In the third year of high school, scholars take the ELA regents examination. The final year of high school scholars take English IV which is developed for students to complete the course with a research capstone project aligned to elements of researching and essay writing at the college level. The English Language Arts goals set forth by the International Leadership Charter High School aims to ensure that scholars are not only passing the ELA Regents examination, but they are meeting or exceeding proficiency standards.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Met
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Met
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable	Met

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	students in the district at least partially meeting Common Core expectations.	
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

International Leadership Charter High School met its English Language Arts goal for the 2024–2025 school year. Seventy-three percent of students in the 2021 Accountability Cohort scored at or above Performance Level 4, exceeding the school’s 65 percent target. In addition, 97 percent scored at or above Level 3, surpassing the 80 percent target. The school continues to demonstrate strong performance on the ELA Regents exam relative to both statewide and district results.

ADDITIONAL CONTEXT AND EVIDENCE

ELA outcomes remain a consistent strength for the school. Over the past three cohorts, the proportion of students scoring at or above Level 4 increased from 60 percent in 2022–23 to 73 percent in 2024–25, while proficiency rates far exceeded those of the local district. Instructional practices—including data-driven writing instruction, targeted Regents preparation, and consistent implementation of literacy strategies across content areas have contributed to sustained achievement.

ACTION PLAN

To maintain and further improve high performance, the school will:

- Continue to strengthen vertical alignment between 9th–12th grade ELA curricula;
- Expand supports for Regents mastery (Performance Level 5) through enrichment and tutoring;
- Integrate writing-across-the-curriculum initiatives to reinforce analytical reading and composition skills; and
- Use interim assessment data to identify students near proficiency and provide focused interventions before Regents administration.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

These strategies aim to preserve ILCS's strong record of performance and ensure continued alignment with college- and career-readiness standards.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Each year 75% of students in the graduation accountability cohort will pass the NYS Regents exam in mathematics.

BACKGROUND

The faculty at International Leadership Charter High School engages in yearlong coaching from highly qualified coaches at Fordham University who we are in partnership with. Each week the department meets to enhance their pedagogy and vertical alignment.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

METHOD

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Administrative error	Medically excused	Other reason	Took Regents	
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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6	48	0	0	0	0	0	1	0	49
7	42	0	0	0	0	0	0	0	42
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	90	0	0	0	0	0	1	0	91

Performance on 2024-25 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	48	14	29%	N/A	N/A	N/A
7	42	12	29%	28	8	29%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	90	26	29%	28	8	29%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
90	18(20%)	40(44.4%)	18(20%)	8(9%)

$$PI = 0 * 20_{Level\ 1} + 1 * 44.4_{Level\ 2} + 2 * 20_{Level\ 3} + 2.5 * 9_{Level\ 4} = [106.9]$$

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

$$PI=0+44.4+40+22.5 = 106.9$$

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2024-25 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	29%	28	42.8%	1207
8	N/A	N/A	N/A	N/A
All	29%	28	42.8%	1207

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.¹³

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	76.3	444.0	446.6	-0.19
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹⁴

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are

¹³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

¹⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	48.7	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

MATHEMATICS INTERNAL EXAM RESULTS

International Leadership Charter Middle School uses internal data from unit and interim exams.

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Internally developed

SUMMARY OF THE MATHEMATICS GOAL

The Mathematics goals set forth by the International Leadership Charter Middle School aims to ensure that scholars are not only meeting proficiency, but they are continually showing progress from grades 6-8. Additionally, we strive to close the achievement gap by supporting scholars who were not proficient prior to entering middle school and ensuring that they meet or exceed proficiency in Mathematics before entering High School.

Type	Measure	Outcome Met
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Not Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Not Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not Met

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Not Met
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EVALUATION OF THE MATHEMATICS GOAL

The 2023–2024 school year marked the launch of International Leadership Charter Middle School with its inaugural 6th-grade cohort. Comparison data show that the school did not meet its mathematics proficiency goal, and the aggregated Performance Index (PI) fell below the MIP established under the state’s ESSA accountability system.

ADDITIONAL CONTEXT AND EVIDENCE

The 2024–2025 school year marked the second year of the middle school program, with grades 6 and 7 in operation. Review of internal assessment data and state results suggests that foundational skill gaps continue to hinder student performance. The school is using this data to identify the specific areas where instructional coherence and intervention support must be strengthened.

MATHEMATICS ACTION PLAN

In response, the school will implement a revised mathematics improvement plan that includes:

- Intensive professional development focused on conceptual understanding and differentiation;
- Increased use of formative assessments to identify and address learning gaps earlier;
- Dedicated intervention periods for students performing below grade level; and
- Closer instructional monitoring to ensure alignment between curriculum, pacing, and assessments.

These strategies are designed to stabilize performance and establish a stronger foundation for long-term improvement in mathematics outcomes.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	73	51	3	14%
2020	2023-24	58	16	0	0%
2021	2024-25	60	1	7	12%

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students
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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

			with No Valid Score (b)		with Valid Score (c)/(a-b)
2019	2022-23	73	51	15	68%
2020	2023-24	58	16	25	60%
2021	2024-25	60	1	42	71%

High School Math Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available. **2024-2025 HS Math MIP=157.6**

High School Math 2024-2025 - Cohort 2021

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
60	4/6.7%	11 / 18.3%	35/58.3%	7/11.7%

$$PI = 0 * [6.7]_{Level\ 1} + 1 * [18.3]_{Level\ 2} + 2 * [58.3]_{Level\ 3} + 2.5 * [11.7]_{Level\ 4} = [164.2]$$

$$PI = 0 + 18.3 + 116.6 + 29.3 = 164.2$$

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on a Mathematics Regents Exam
by Fourth Year Accountability Cohort by Charter School and School District

	Charter School	School District
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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	14%	73	27%	3627
2020	0%	58	25%	3544
2021	12%	60	28%	1039

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Mathematics Regents Exam by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	NA	73	45%	3627
2020	53%	58	45%	3544
2021	74%	60	62%	2267

High School Math Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

International Leadership Charter School does not yet have 8th grade students.

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

International Leadership Charter School does not yet have 8th grade students.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The mathematics goals set forth by the International Leadership Charter High School aims to ensure that scholars are not only passing the Mathematics Regents examination, but they are meeting or exceeding proficiency standards. Additionally, we strive to close the achievement gap by supporting scholars who were not proficient prior to entering high school and ensuring that they meet or exceed proficiency in Mathematics before graduating.

Type	Measure	Outcome
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Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Met
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Not Met
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Met
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The Algebra I exam was exempted for the 2020 cohort of students. Many students still attempted the exam in subsequent years.

ADDITIONAL CONTEXT AND EVIDENCE

Cohort analyses indicate that many students enter high school below grade level in mathematics, requiring sustained remediation and skill development. Instructional stability has improved, and enhanced lesson planning and targeted supports have begun to strengthen classroom practice. Although District 10 comparative results for 2024–2025 are not yet available, internal data and student

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

engagement indicators suggest that ILCS is positioned to meet or exceed the district's overall proficiency rates once results are released.

ACTION PLAN

To accelerate improvement, ILCS will implement a revised mathematics action plan that includes:

- **Targeted Intervention and Tutoring:** Dedicated daily support periods and extended-day Regents prep sessions for students performing below Level 3.
- **Professional Development:** Coaching cycles focused on conceptual instruction, use of manipulatives, and data-driven reteaching.
- **Curriculum Refinement:** Strengthening pacing guides and aligning Algebra I and Geometry instruction to state standards.
- **Ongoing Data Monitoring:** Regular review of interim assessment data to inform instructional adjustments and track student progress.

GOAL 5: SCIENCE

Goal 5: Science

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform **at or above proficiency** on the New York State science examination.

International Leadership Charter School did not have 5th or 8th grade students for the 2024-2025 school year.

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	N/A	N/A	N/A
8	N/A	N/A	N/A
All	N/A	N/A	N/A

Science Measure 2 - Comparative

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Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

International Leadership Charter School did not have 5th or 8th grade students for the 2024-2025 school year.

2024-25 State Science Exam

Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

International Leadership Charter School did not have 5th or 8th grade students for the 2024-2025 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

EVALUATION OF THE SCIENCE GOAL

International Leadership Charter School did not have 5th or 8th grade students for the 2024-2025 school year.

ADDITIONAL CONTEXT AND EVIDENCE

International Leadership Charter School did not have 5th or 8th grade students for the 2024-2025 school year.

Performance on a Regents Science Exam Of 8th Grade All Students by Year

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Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A
8	2024-25	N/A	N/A	N/A	N/A

ACTION PLAN

International Leadership Charter School did not have 8th grade students for the 2024-2025 school year.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score **at least 65** on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered the Living Environment regents. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	73	51	10	45%
2020	2023-24	58	15	28	67%
2021	2024-25	60	2	49	84%

High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of **65 or above** will exceed that of the high school Total Cohort from the school district of comparison.

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	45%	73	71%	3627
2020	67%	58	38%	1358
2021	84%	60	56%	2066

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The science goals set forth by the International Leadership Charter High School aims to ensure that scholars are meeting or exceeding the science proficiency standards.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	MET
Comparative	Each year, the percentage of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	MET

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

International Leadership Charter High School met its high school science goal for the 2024–2025 school year. 84 percent of students in the 2021 Accountability Cohort passed the Living Environment Regents exam with a score of 65 or higher, exceeding the school’s 75 percent target. This reflects a notable increase from 67 percent in the prior year and demonstrates strong performance in science instruction. Comparative data for District 10 are not yet available, but based on historical trends, ILCS anticipates meeting or exceeding district performance once results are released.

ADDITIONAL CONTEXT AND EVIDENCE

ILCS has strengthened science instruction through targeted lab-based learning, increased Regents exam practice, and consistent teacher collaboration on unit planning. The school attributes the continued gains to improved instructional alignment and strategic use of assessment data to identify student misconceptions earlier in the year. Internal benchmark data show that students are increasingly demonstrating mastery of key concepts in Living Environment, particularly in genetics and ecology.

ACTION PLAN

To maintain and build on this success, ILCS will:

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

- Continue emphasizing inquiry-based and hands-on science instruction;
- Expand Regents readiness supports, including Saturday review sessions and targeted tutoring;
- Provide ongoing professional development for science teachers focused on data-driven instruction and lab integration; and
- Monitor student progress through interim assessments to ensure continued improvement across cohorts.

GOAL 6: SOCIAL STUDIES

Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school Social Studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	73	65	5	63%
2020	2023-24	58	0	42	72%
2021	2024-25	60	0	50	83%

Social Studies Measure 2 - Comparative

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, school presents the most recently available district results.

U.S. History Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	63%	73	22%	3627
2020	72%	58	52%	3455
2021	83%	60	59%	2157

Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
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			(b)		
2019	2022-23	73	62	7	67%
2020	2023-24	58	0	49	84%
2021	2024-25	60	0	57	95%

Social Studies Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take the Regents exam up through the summer of their fourth year, the school presents the most recently available district results.

Global History Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	67%	73	18%	3627
2020	84%	58	67%	3544
2021	95%	60	65%	2405

SUMMARY OF THE SOCIAL STUDIES GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	Met
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents	Met

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	exam by the completion of their fourth year in the cohort.	
Comparative	Each year, the percentage of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Met
	[Write in optional measure here]	

EVALUATION OF THE SOCIAL STUDIES GOAL

International Leadership Charter High School met its social studies goal for the 2024–2025 school year. 83 percent of students in the 2021 Accountability Cohort passed the U.S. History Regents exam with a score of 65 or higher, exceeding the 75 percent target. Similarly, 95 percent of students passed the Global History Regents exam, surpassing the goal by 20 percentage points. These results reflect continued growth across cohorts and sustained strength in social studies instruction. While comparative district results are not yet available for 2024–2025, ILCS anticipates outperforming District 10 once data are released, based on past performance trends.

ADDITIONAL CONTEXT AND EVIDENCE

The upward trend in social studies achievement is attributed to targeted Regents preparation, consistent teacher collaboration, and strong vertical alignment between Global and U.S. History courses. Teachers emphasize document-based questioning (DBQs), writing from evidence, and cross-disciplinary literacy practices that support both content mastery and critical thinking. Internal assessments mirror Regents question formats, ensuring that students are well-prepared for state exams.

ACTION PLAN

To sustain and further strengthen performance, ILCS will:

- Continue to refine Regents-aligned instruction and expand enrichment opportunities for students seeking mastery scores (85+);
- Integrate more project-based and civic learning experiences to deepen historical understanding;
- Provide targeted supports for English learners and students with disabilities through modified DBQs and scaffolded essay writing; and
- Maintain collaborative planning among social studies teachers to ensure coherence in pacing and skills progression.

GOAL 7: ESSA

ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year	
Year	Status
2022-23	Good Standing
2023-24	Good Standing
2024-25	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

Based on the goals of ESSA to ensure that schools provide an equal opportunity for disadvantaged students International Leadership Charter School continues to meet the requirements of good standing. Sub-populations based on race, socio-economic status, ELL’s and students with disabilities thrive in our school environment.