



Teaching in the languages of our community: English, español, Portugués

FOR IMMEDIATE RELEASE:

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On June 29, 2010 the Rhode Island Department of Education (RIDE) publically releases the school classifications. The International Charter School (ICS) is honored to have met Adequate Yearly Progress (AYP) and been named a “Regents Commended”.

School classifications are based on whether a school has met its annual measurable objectives (AMOs), or targets. To meet targets for 2010, elementary schools needed an index score of 84.1 for English Language Arts (ELA) and 74.5 for Mathematics. ICS had an index score of 90 for ELA and 85 for math. Schools that meet all of their targets have made AYP and are classified as “Met AYP.” Some schools that have met AYP are honored as Regents’ Commended Schools. These are schools that have been consistently high performing in both ELA and mathematics for at least two years, that have made significant progress in both ELA and mathematics, or that have significantly closed achievement gaps that separate various student groups. ICS was named one of 20 “Regents Commended” schools statewide (out of a total of 297 schools in the state) for closing equity gaps.

We are honored by the commendation, but have known that our programming is designed to serve students who are often at risk of school failure. ICS’s so-called “Limited English Proficient” (LEP) and Hispanic students consistently perform better than the state’s LEP and Hispanic students. This year,

- 67% of ICS’s Hispanic 5th graders were proficient in reading, compared to 55% of the state’s Hispanic students.
- 34% of ICS’s LEP 5th grade students are proficient in reading, compared to 31% of the state’s LEP population.
- 57% of ICS’s Hispanic 5th grade students were proficient in math compared to 37% of the state’s Hispanic students.
- 39% of ICS’s 5th grade LEP students were proficient in math, compared to 18% of the state’s 5th grade LEP students.
- 56% of ICS’s, 4th grade Hispanic students were proficient in reading, compared to 48% of the state’s 4th grade Hispanic students.
- 45% of ICS’s 4th grade, LEP students were proficient in reading compared to 22% of the state’s 4th grade LEP students.
- 52% of ICS’s 4th grade Hispanic students were proficient in math, compared to 40% of the state’s 4th grade Hispanic students

- 41% of ICS's 4th grade LEP students were proficient in math, compared to 18% of the state's 4th grade LEP students
- 58% of ICS's 3rd grade LEP students were proficient in math, compared to 29% of the state's 3rd grade LEP students.
- 55% of ICS's 3rd grade Hispanic students were proficient in math, compared to 37% of the state's 3rd grade Hispanic students.
- 52% of ICS's 3rd grade, LEP students were proficient in math, compared to 21% of the state's 3rd grade, LEP students.

The mission of ICS is to integrate the diverse languages and cultures of the communities it serves by teaching all students in two languages-in Spanish and English or in Portuguese and English-and helping children develop an appreciation of other cultures. Children learn to work collaboratively from their multiple experiences and backgrounds, striving towards high standards of academic achievement. Everyone is part of a community of learners, engaging in inquiry about the world, themselves, and others. The Regents' commendation affirms our program and we remain committed to our mission.

ICS is the only school in RI entirely dedicated to the dual language bilingual model. Research affirms that the dual language model used at ICS is the best model for LEP students, *while* facilitating academic achievement of all students. The superior performances of the subgroups of LEP and Hispanic students at ICS demonstrate the impact of dual language for these two subgroups of students. The performance of all of our students underscores the benefit of bilingual education for all students. The performances of LEP and Hispanic students at ICS is particularly relevant due to the low performance of these two subgroups in RI measured by the 2009 National Assessment of Educational Progress (NAEP). In 2009, the average math NAEP score of all 4th-grade students in Rhode Island was not significantly different from the average score for public school students in the nation. However, in 2009, RI Hispanic students had an average score that was 28 points lower than that of White students. The average math scaled score for RI Hispanic 4th and 8th graders was the *lowest* in the country. And RI was 40th in Reading for Hispanic 4th graders and 44th for Hispanic 8th graders (<http://nces.ed.gov/nationsreportcard/>). We are confident that our performance demonstrates that dual language education can help close these achievement gaps.

Becoming Bilingual

In addition to promoting academic achievement, a dual language program has the goal of all students developing proficiency in their native language and a second language, an essential skill for our students as they enter the global economy.

Community of Learners

Lastly, dual language education aims to help students gain strong cross-cultural competencies. We are proud that in addition to constantly striving to help our students become academically proficient, we are continuing to formalize ways for our student to gain an understanding of themselves, their histories and their cultures.

The implementation of a new social studies curriculum and our commitment to creating a caring school community through Responsive Classroom and Positive Behavior Support and Intervention (PBIS) are illustrative of our goals beyond NECAP, as we prepare global citizens.

Congratulations to our entire community on all of the work you do everyday to help our students become global citizens.

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