



**Department of
Education**

Carmen Fariña, Chancellor

Renewal Report
for John V. Lindsay Wildcat Academy
Charter School
SCHOOL YEAR 2015-16

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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

Part 1: Summary of Renewal Recommendation

Charter School Background

John V. Lindsay Wildcat Academy Charter School (Wildcat) is a transfer charter high school that is dual sited. Grades nine and ten are located in Community School District 8 in the Hunts Point neighborhood in the Bronx and grades ten and eleven are located in Community School District 2 in the Battery Park neighborhood in Manhattan. The school is located in two privately operated buildings and is not co-located with any other New York City public schools¹.

The school is currently in its third charter term. The school's teachers are members of the United Federation of Teachers Alliance of Charter Teachers and Staff.

School Mission

The mission of Wildcat is to create and maintain a community of learners that strives for individual excellence, success and high personal values. Wildcat, as a transfer high school, will effectively serve the educational needs of over-aged, under-credited students 15 to 21 years of age in grades 9-12 who are at risk of personal failure due to poor attendance, disruptive behavior, criminal activity and poor academic achievement.

Wildcat	
School Leader(s)	Ronald Tabano
Board Chair	Harvey Newman
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School Districts 8 (Grades 9-10), 2 (Grades 11-12)
Physical Address(es)	17 Battery Place, Manhattan, NY 10004 (11-12) 1231 Lafayette Avenue, Bronx, NY 10474 (9-10)
Facility Owner(s)	Private
Enrollment ²	487
Grades Served	Transfer HS (9-12)

Renewal Recommendation

Wildcat was previously renewed for a full five year term in the 2010-2011 academic year with the following conditions:

¹ According to NYC DOE Location Code Generation and Management System

² Students active in school as of October 14, 2015, according to ATS.

1. The school must demonstrate improved student achievement by increasing graduation rates and student credit accumulation rates to score in the 50th percentile or above of all transfer schools on the Student Performance section of the NYC DOE Progress Report in each of the five years of the charter term. The school must continue to demonstrate student achievement by scoring in at least the 75th percentile of all Transfer Schools on the overall NYC DOE Progress Report.
2. The Board must demonstrate a plan for sound oversight and evaluation of school leadership.
3. The school must demonstrate attainment of charter goals.

Wildcat has partially satisfied the applicable conditions placed upon it for future renewal².

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a five year, full-term renewal with the following condition:

1. Wildcat will create a meaningful goal to outperform district transfer schools in the following categories: six-year graduation rate, Regents passage rate and annual credit accumulation rate.

Wildcat	
School Opened For Instruction	2000-2001
Date of First Renewal	2005-2006
Date of Second Renewal	2010-2011
Current Charter Term Expiration Date	June 30, 2016
Current Authorized Grade Span	9-12
Current Authorized Enrollment	525
Proposed New Charter Term	July 1, 2016 – June 30, 2021
Proposed Authorized Grade Span for New Charter Term	9-12
Proposed Authorized Enrollment for New Charter Term	525

Part 2: Background on the Charter Renewal Process

Renewal Process

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to

² Please note that due to a change in city regulations, in analyzing whether a school has met the conditions as outlined in its charter agreement, the NYC DOE will not review goals related to the NYC Progress Report grades as Progress Reports are no longer utilized in evaluating schools.

build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than November 2, 2015.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in this document, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing Team.

Statutory Basis for Renewal

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851(4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other

schools, both public and private. Such statement shall be in a form prescribed by the board of regents.

- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

Renewal Outcomes

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing Team approves the renewal application and the Chancellor recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or nonrenewal. More information on each type of renewal is below.

Full-Term Renewal

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

Short Term Renewal

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

Non-Renewal

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may be recommended.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may appeal the non-renewal decision.

Part 3: Findings

An important note about meeting the standards of the framework:

We measure a school's ability to meet the standards of the framework by looking at aggregated outputs. Standards in Essential Question 1 are measured for all students who completed exams at all grade levels.

If a school met the standard each year of the charter term, the standard will be marked "Met." If a school met the standard in one or more years during the charter term, but did not meet the standard each year of the charter term, the standard will be marked "Partly Met." If a school did not meet the standard for any year during the charter term, the standard will be marked "Not Met."

Essential Question 1: Is the school an academic success?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Wildcat met or did not meet, the standards for Essential Question 1:

- Primary Evidence: New York State (NYS) assessments including Regents, Grades 3-8 English Language Arts (ELA) and Math, Grades 4 and 8 Science, New York State Alternative Assessment (NYSAA); Graduation rates; Post-secondary enrollment; Charter school academic goals
- Secondary Evidence: NYC DOE School Quality Reports; College and Career Preparatory Course Index (CCPCI); and the College Readiness Index (CRI), NYS Mean Growth Percentile

At the time of renewal, Wildcat partially demonstrated academic success.

The school was last renewed in April, 2011. As a result, the NYC DOE has four years of NYS assessment data and four years of other academic indicator(s)] to evaluate the academic achievement and progress of the students at Wildcat. For NYS assessments administered beginning with the 2013-14 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2013-14 are not directly comparable.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school’s progress in meeting the academic goals outlined in its charter agreement, please see Appendix C.⁴ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP’s findings for Essential Question 1 is below.

Comparative Academic Performance

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates exceed comparable community school district (CSD) rates		N/A	
NYS ELA exam proficiency rates exceed comparable Citywide rates		N/A	
NYS ELA exam proficiency rates exceed comparable DOE-defined comparison group rates ⁵		N/A	
NYS Math exam proficiency rates exceed comparable CSD rates		N/A	
NYS Math exam proficiency rates exceed comparable Citywide rates		N/A	
NYS Math exam proficiency rates exceed comparable DOE-defined comparison group rates		N/A	
NYS Science exam proficiency rates exceed comparable CSD rates		N/A	
NYS Science exam proficiency rates exceed comparable Citywide rates		N/A	
NYS Science exam proficiency rates exceed comparable DOE-defined comparison group rates ⁶		N/A	
NYS ELA Regents exam pass rates exceed Citywide rates			
NYS Math Regents exam pass rates exceed Citywide rates			

⁴Please note that in analyzing a school’s progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school’s academic performance relative to 75% absolute proficiency for school years 2013-14 and beyond because of the move to Common Core Learning Standards in 2013-2014. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

- ⁵ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as “peer groups” and “similar schools”). Please refer to the NYC DOE’s school quality resources for a current definition.
- ⁶ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “NA” for all Chancellor-authorized charter schools.

NYS Science Regents exam pass rates exceed Citywide rates			
Graduation rates ³ exceed Citywide rates			

Partly Met Standards – Academic Growth

- The school's Chemistry pass rate did not exceed the City's Chemistry pass rate in 2012-13 and 2014-15.

Academic Growth

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates increase		N/A	
NYS Math exam proficiency rates increase		N/A	
NYS Regents exam pass rates increase			
Graduation rates increase			

Partly Met Standards – Academic Growth

- The school's Regents pass rates for all subjects tested fluctuated over the course of the charter term. The school's graduation rate did not increase in 2013-14.

³ The NYC DOE evaluates all applicable graduation rates.

Closing the Achievement Gap

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates for English Language Learners (ELLs) exceed CSD rates		N/A	
NYS ELA exam proficiency rates for ELLs exceed Citywide rates		N/A	
NYS Math exam proficiency rates for ELLs exceed CSD rates		N/A	
NYS Math exam proficiency rates for ELLs exceed Citywide rates		N/A	
NYS ELA exam proficiency rates for Students with Disabilities (SWD) exceed CSD rates		N/A	
NYS ELA exam proficiency rates for SWD exceed Citywide rates		N/A	
NYS Math exam proficiency rates for SWD exceed CSD rates		N/A	
NYS Math exam proficiency rates for SWD exceed Citywide rates		N/A	
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ⁸ exceed CSD rates		N/A	
NYS ELA exam proficiency rates for students eligible for FRPL exceed Citywide rates		N/A	
NYS Math exam proficiency rates for students eligible for FRPL exceed CSD rates		N/A	
NYS Math exam proficiency rates for students eligible for FRPL exceed Citywide rates		N/A	
NYS Regents exam pass rates for ELLs exceed Citywide rates ⁹			
NYS Regents exam pass rates for SWD exceed Citywide rates			
NYS Regents exam pass rates for students eligible for FRPL exceed Citywide rates			
Graduation rates for ELLs exceeds Citywide rates ¹⁰			
Graduation rates for SWD exceeds Citywide rates			
Graduation rates for students eligible for FRPL exceeds Citywide rates ¹¹		N/A	

Partly Met Standards – Closing the Achievement Gap

- The school's Regents exam pass rate for ELLs did not exceed the City's on the following exams: ○
Comprehensive English in 2012-13
- The school's regents exam pass rate for SWDs did not exceed the City's on the following exams:
 - Comprehensive English in 2013-14 ○
Living Environment in 2013-14
- The school's regents exam pass rate for FRPL did not exceed the City's on the following exams:
 - Comprehensive English in 2013-14

⁸ The "students eligible for FRPL" grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

⁹ The NYC DOE reports Citywide Regents exam rates in late December; if this report is completed prior to data availability, the report will be amended to reflect the school's ability to meet these standards once Citywide rates are available.

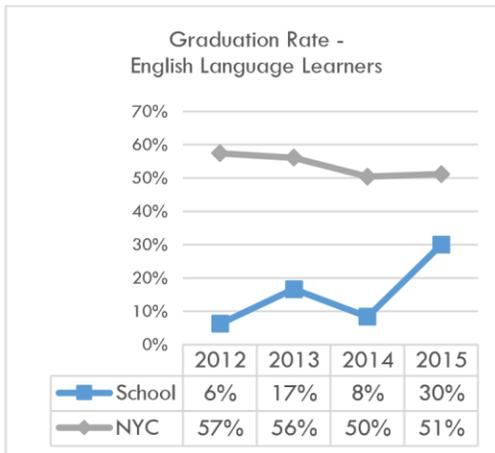
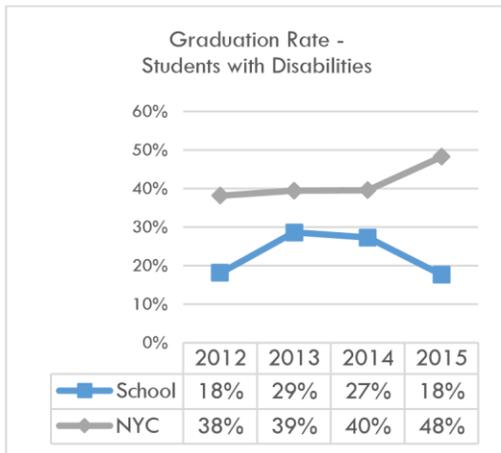
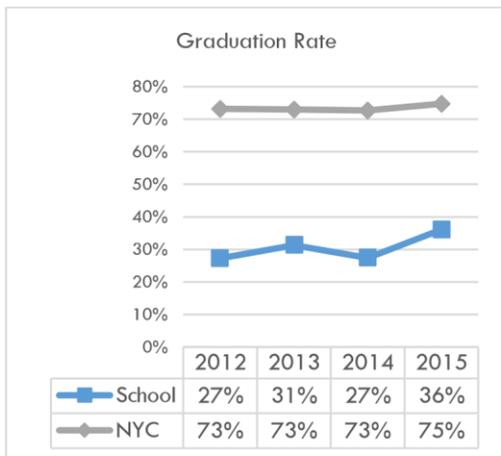
¹⁰ The NYC DOE reports Citywide graduation rates for ELLs and SWDs in late December; if this report is completed prior to data availability, the report will be amended to reflect the school's ability to meet these standards once Citywide rates are available.

¹¹ The NYC DOE does not report Citywide graduation rates for students eligible for FRPL; this standard will be marked "NA" for all Chancellor-authorized charter schools.

College & Career Readiness (for grades 9-12 only)

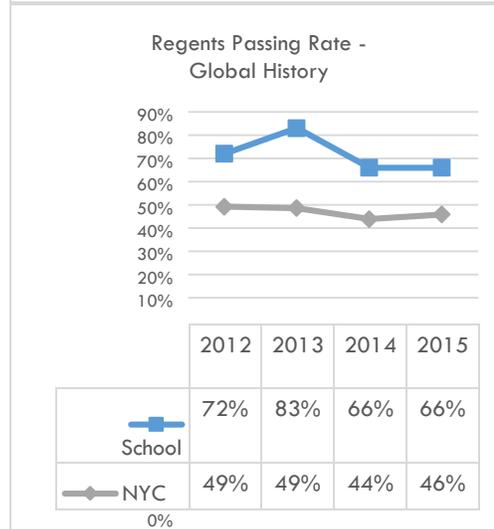
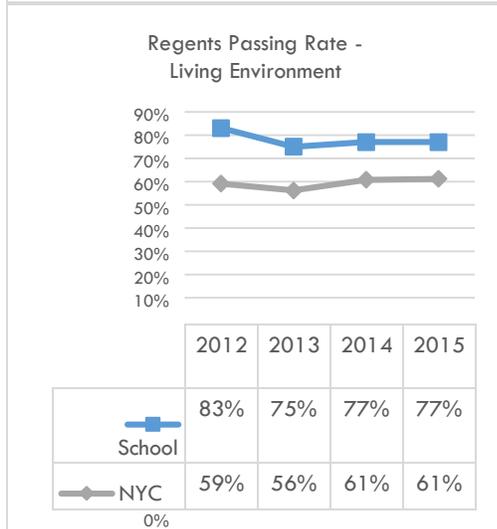
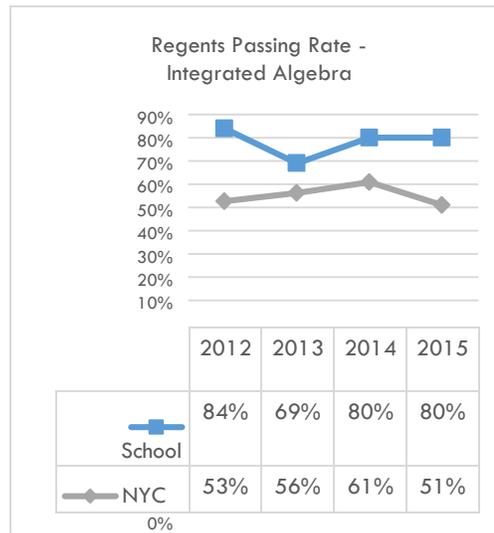
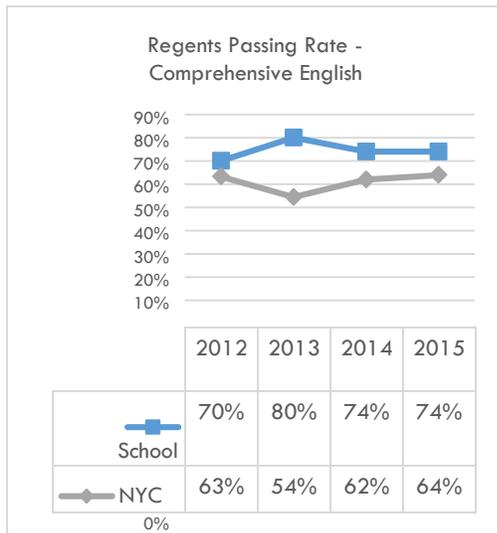
Standard	Met	Partly Met	Not Met
	Postsecondary enrollment rates exceed Citywide rates ⁴		
College & Career Preparatory Course Index exceeds Citywide average			
College Readiness Index exceeds Citywide average			

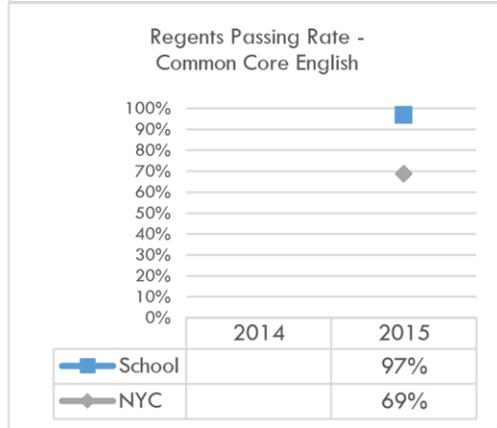
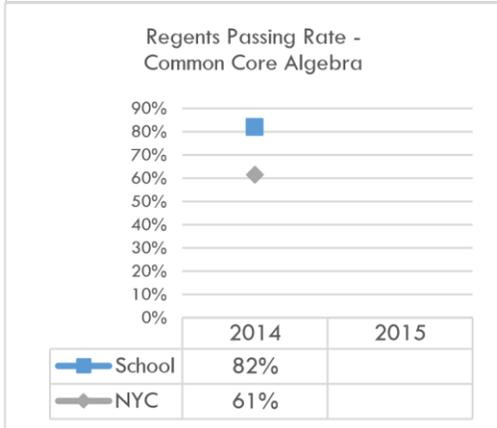
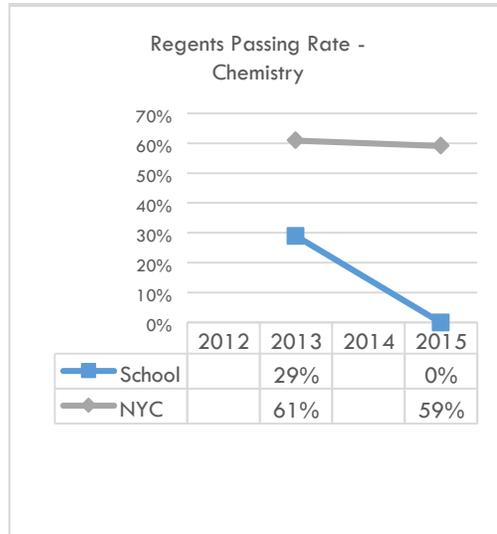
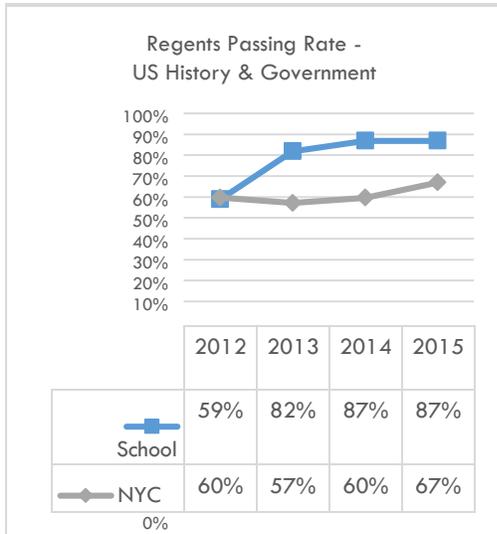
Graduation Rate



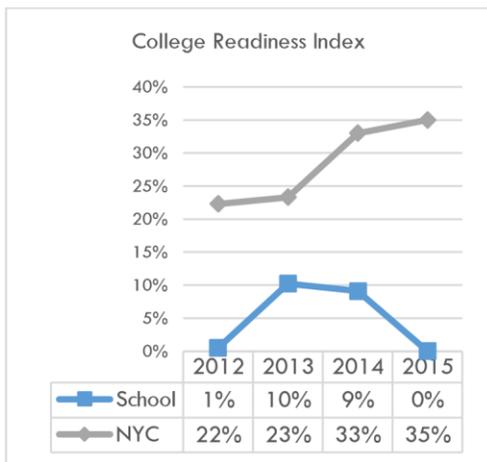
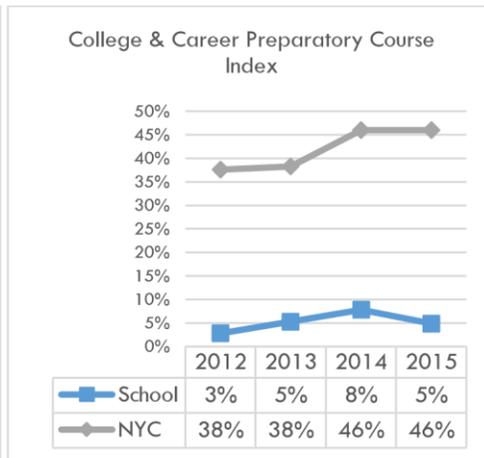
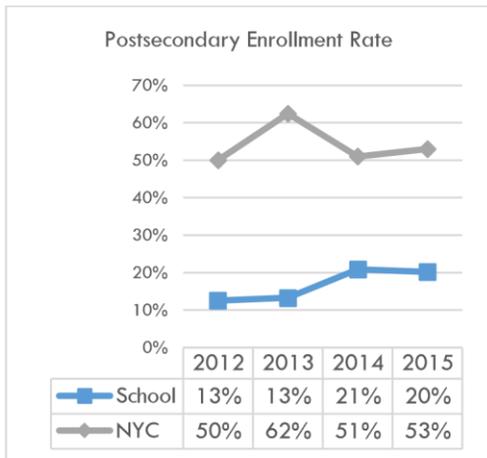
⁴ The NYC DOE evaluates all applicable postsecondary enrollment rates.

Regents Passing Rates





College & Career Readiness



Essential Question 2: Is the school effective and well run?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Wildcat met or did not meet the standards for Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; Board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

At the time of this school’s renewal, Wildcat has partially demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

Curriculum

School leadership reported that over the course of the last two years the school has made adjustments to their curriculum to reflect the rigorous standards of the Common Core, including transitioning to the Common Core Algebra I exam during the 2014-15 school year. Similarly, the English Language Arts curricula was adjusted to the Common Core pedagogical shifts which included more nonfiction and informational texts, evidence based writing and discussion, and academic vocabulary. Current curriculum observed over the course of the renewal visits was largely teacher-developed, with opportunities for students to work in pairs or small groups. Curriculum at Wildcat addresses both the need for remedial education as well as more complex enrichment opportunities.

In addition to classroom instruction, Wildcat students participate in internships within the school and at various off sight locations. One notable internship includes the Culinary Program in which students learn to grow, prepare, sell and serve food in various culinary environments. At Wildcat's Bronx location, participants in the Culinary Program work in the school's in-house-kitchen called the "Wildcat Café" where students prepare, sell and serve food to local businesses. To ensure that students were prepared for, and successful in, their internship, Wildcat leaders developed a course entitled the Internship Training Institute. The curriculum for which was developed by the course's teachers and addresses workforce basics, such as resume writing and professional dress code.

Assessments and Use of Data

According to school leadership, the school collects and analyzes numerous forms of data including Scantron Performance Series data, student presentations and portfolio data, attendance data, internship employer evaluation reports and student writing. The Scantron Performance Series provides individual baseline data for annual measurement of individual progress. Where necessary, teachers created assessments that align with State learning standards.

Enrichment Opportunities

Students have the opportunities to participate in small group seminar-style classes, as well as exposure to STEAM (science, technology, engineering, art, and math) classes that provide students with the basics of coding and wiring, as well as the opportunity to grow plants through hydroponic gardening.

Special Populations

As part of their special education model, Wildcat educates its students with disabilities in the least restrictive environment, with their non-disabled peers as permitted by the student's Individual Education Program. Instruction is also differentiated based on analysis of a variety of factors including state and classroom assessment data, Scantron Performance Series data and student work. The school also employs four full-time certified special education teachers who provide consultation and support to classroom teachers, work in general education classrooms with special education students individually and in small groups and serve as special education consultants to the overall school community. SETSS is provided via push-in/pull-out services by Wildcat's special education teachers. Both special education and general education teachers regularly review students' progress and tailor instruction to address specific academic needs.

Staffing

Over the course of the charter term, Wildcat reports that it retained 80% (four out of five) members of its school leadership team. Moreover, on average 11% of instructional staff and 7% of non-instructional staff resigned or were terminated. In order to support the unique needs of Wildcat's student body, the school hired two mental health counselors who evaluate and counsel students who suffer from anxiety and other mental health issues. In addition to mental health counselors, there are three guidance counselors that manage a caseload of students.

Professional Development

As regents exams transition to the common core, Wildcat teachers have received professional development and mentoring that focused on implementing common core state standards, developing unit and lesson plans, implementing instructional and literacy strategies, developing common assessments to reflect curricula, and questioning/critical thinking. Moreover, the school has offered specific professional development initiatives to support differentiation included “Differentiation Re-visited” workshops that focused on various methods of differentiation, evidence of differentiation and ways of documenting classroom evidence of differentiation, as well as workshops on “Knowledge of the Learner” designed to support teachers in creating student learning profiles.

School Culture

Chronic student absenteeism remains a challenge for Wildcat. According to school leadership, over the course of the charter term, average daily attendance was approximately 65%. Wildcat has identified a number of measures to encourage students to arrive at school on time, every day and to remain in school through to graduation. These measures include making “wake up” phone calls, home visits to meet with the parents and the student to discuss attendance records and hiring personnel to track retention, attendance, punctuality and identify students who may need intervention.

Supportive Environment

Given the social and emotional needs of the student body, the school leadership partnered with Paul Yellen at the Yellen Center to conduct in-service evaluations of a small number of students identified by leadership. Students were evaluated to identify the emotional and non-cognitive factors that impacted their ability to learn. Students were also assessed to determine ways to address their auditory processing issues.

Public Hearing

On December 3, 2015, a public hearing was held to solicit comments from the school community. The hearing was attended by 20 community members, seven people provided public comments. None of the comments were in opposition to the school’s renewal.

Governance

Over the course of the charter term, Wildcat’s Board of Trustees retained all seven members who served during the previous charter term and the Board added one additional trustee. The Board reports that its new member brings expertise in technology and will support building internships and post-graduation job opportunity for students in the technology sector.

For detailed information on the school’s progress in meeting the operational goals outlined in its charter agreement, please see Appendix C. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll and retain SWDs, ELLs, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix D.

Detail on OSDCP’s findings for Essential Question 2 is below.

Supportive Environment

<i>Standard</i>	<i>Met</i>	<i>Partly Not Met</i>	<i>Met</i>
School program differentiates instruction for SWD			

School program differentiates instruction for ELLs	Met	
School schedule and program offers defined opportunities for remediation and acceleration	Met	
School utilizes an interim assessment system	Met	
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Met	
Parent, staff, and student responses on the NYC DOE School Survey exceed Citywide averages		Partly Met
Student attendance rate exceeds CSD average		Met
Student attendance rate exceeds Citywide average		Met
Improved student retention rate over course of charter		Met

Partly Met Standards – Supportive Environment

- The school did not exceed the Citywide average for one staff question on the NYC DOE School Survey.

Operational Stability

<i>Standard</i>	<i>Met</i>	<i>Partly Not Met</i>	<i>Not Met</i>
School has an operations manual	Met		
School meets all DOE deadlines for annual reporting requirements	Met		
School meets all DOE deadlines for the Annual NYC DOE Charter School Survey	Met		
School meets all DOE deadlines for renewal application documents	Met		
School has documented teacher evaluation procedures	Met		
School has documented professional development opportunities	Met		
School has a formal process for evaluating progress against charter school goals	Met		
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Met		
Board has developed a succession plan for board and school leadership	Met		
Board has access to legal counsel	Met		
Board meetings consistently meet quorum	Met		

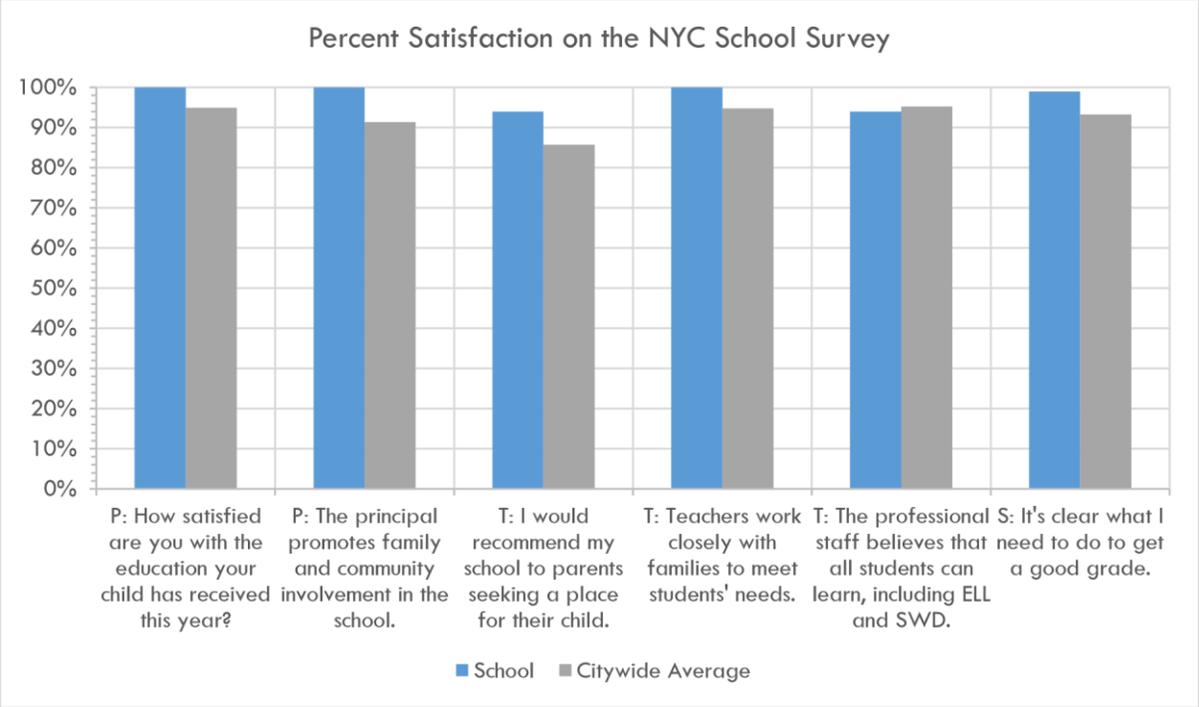
Compliance (with all applicable laws & regulations)

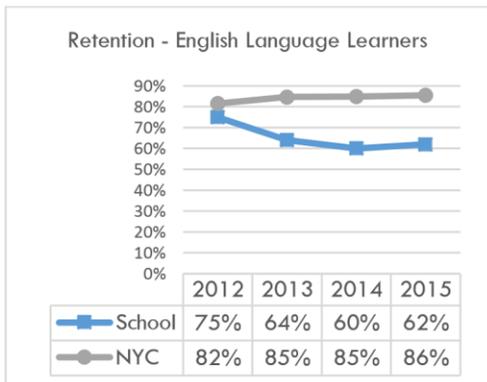
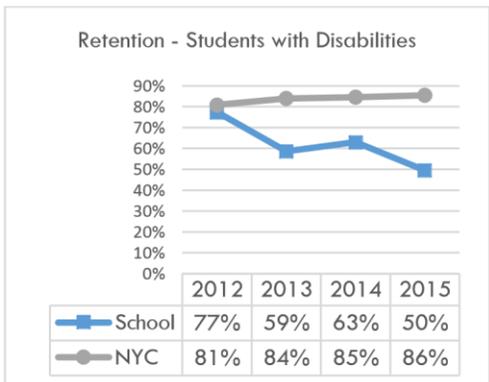
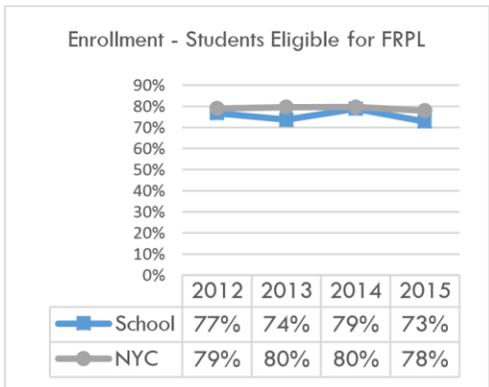
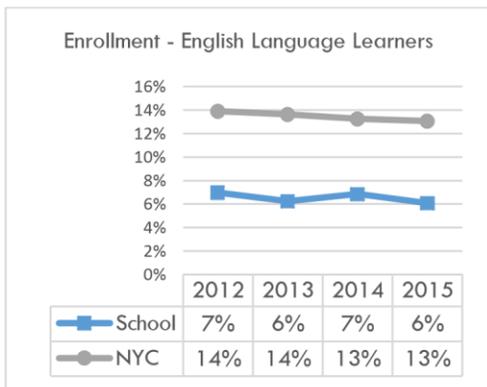
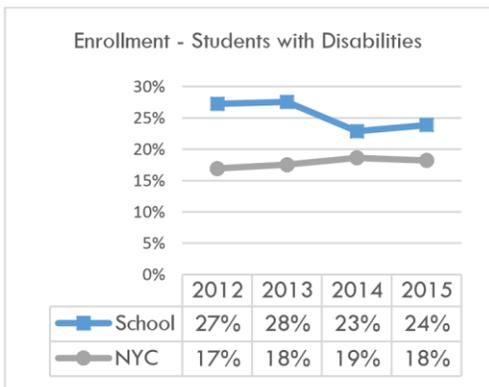
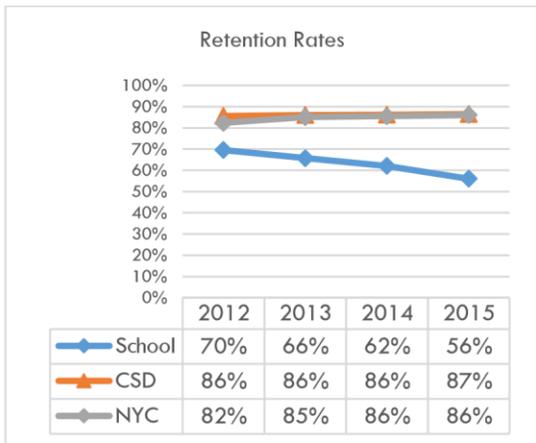
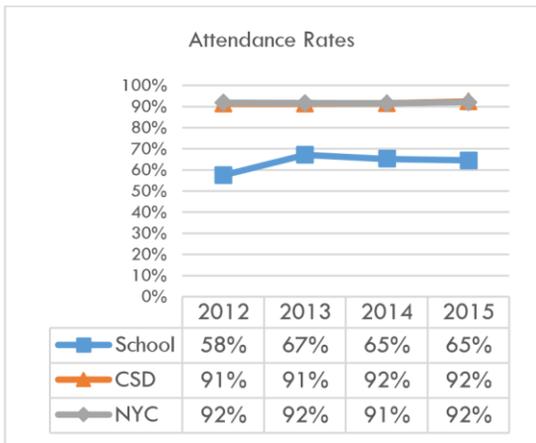
<i>Standard</i>	<i>Met</i>	<i>Partly Not Met</i>	<i>Not Met</i>
School's SwD enrollment rate exceeds NYC rate	Met		
School's ELL enrollment rate exceeds NYC rate			Not Met
School's FRPL enrollment rate exceeds NYC rate			Not Met
School's SwD retention rate exceeds NYC rate			Not Met

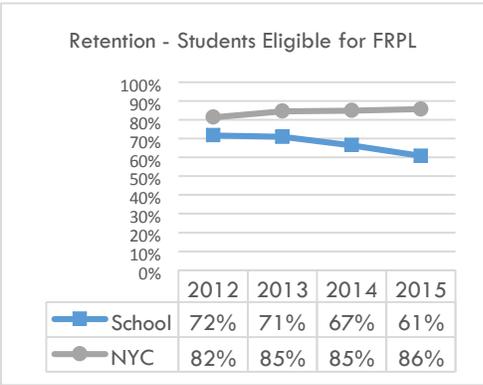
School's ELL retention rate exceeds NYC rate		
School's FRPL retention rate exceeds NYC rate		
School is in compliance with its charter and its charter agreement		
School is in good standing with authorizer		
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD		
School has required facility documents (lease, certificate of occupancy, fire and safety inspections)		
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)		
School is in compliance with employee fingerprinting requirements		
School has an appropriate safety plan		
School has appropriate insurance documentation		
School is meeting Department of Health immunization requirements		
School has submitted its Annual Report to NYSED and posted it online		
School has followed all applicable lottery and enrollment regulations		
Board held the required number of meetings		
School and board follows posting and procedural requirements of NYS Open Meetings Law		
School and board follows posting and procedural requirements of Freedom of Information Law (FOIL)	N/A	

Partly Met Standards – Closing the Achievement Gap

- The school did not hold the required 12 meetings per year as per the New York State Charter Schools Act [Ed.L. §§2851(2)(c)]; however, the school has taken action to revise their board by-laws to reflect the amended education law requiring 12 meetings per year.







Essential Question 3: Is the school financially viable?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Wildcat met or did not meet the standards for Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

At the time of this school’s renewal, Wildcat has demonstrated financial viability.

An independent audit performed for fiscal year 2015 (FY15) no material findings.

For detailed information on the school’s progress in meeting the financial goals outlined in its charter agreement, please see Appendix C. These goals relate to short- and long-term financial viability.

Detail on OSDCP’s findings for Essential Question 3 is below.

Short-term Financial Viability

<i>Standard</i>	<i>Met</i>	<i>Partly Not Met</i>	<i>Met</i>
Cash position – school has at least 60 days of cash on hand to cover operating expenses			
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months			
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment			
Debt management – school is meeting all current debt obligations			

Long-term Financial Sustainability

<i>Standard</i>	<i>Met</i>	<i>Partly Not Met</i>	<i>Met</i>
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)			
Aggregated three-year total margin – school operates at a surplus over three-year period			
Debt to assets ratio less than 1.0			
Aggregate assets to liabilities ratio greater than 1.0			
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)			
Multi-year cash flow – positive cash flow over previous three fiscal years			13

Partly Met Standards – Long-Term Financial Viability

- The school did not operate at a surplus in 2013-14 and 2014-15.
- The school did not operate at a three-year surplus in 2014-15.

- The school recorded negative cash flow in 2012-⁵, 2013-14 and 2014-15.

Appendix A: School Overview

Enrollment and Demographics



Programming, Admissions, and Lottery⁶

Number of Instructional Days	215
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	No
Primary Entry Grade(s)	9-12
Additional Grade(s) for which Student Applications are Accepted	N/A
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	230
Number of Students Accepted via the Lottery (School Year 2015-16)	230
<i>Lottery Preferences</i>	
Attends a Failing School	Yes
Does Not Speak English at Home	Yes

⁵ According to Wildcat's June 30, 2015 Audit, in 2014 the school had \$1,625,625 in cash and cash equivalents and in 2015 the school had \$1,527,999 in cash and cash equivalents. In addition, in 2014 the school had \$2,546,270 in investments and in 2015 the school had \$2,566,141 in investments. These investments include cash, equity funds, corporate bonds, certificates of deposit (in 2014 investments also included real estate investment trust and commodities and in 2015 investments also included government securities and equity funds).

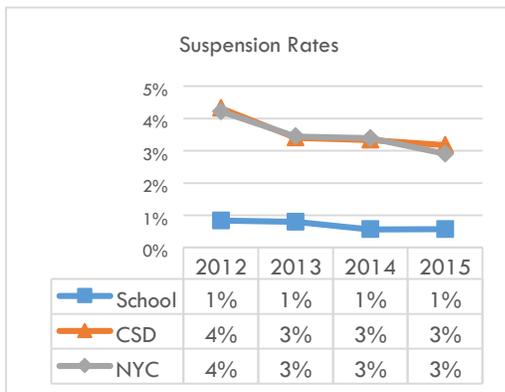
⁶ Based on self-reported data from the 2015-2016 DOE Annual Charter School Survey.

Receives SNAP or TANF Benefits	Yes
Eligible for Free or Reduced-Price Lunch	Yes
Has IEP and/or Receives Special Education Services	Yes
Homeless or Living in Shelter or Temporary Residence	Yes
Lives in New York City Housing Authority Housing	Yes
Unaccompanied Youth	Yes

Current Board of Trustees

Board Member Name	Position	Committee(s)
1. Harvey Newman	Chair/President	
2. Douglas Knight	Vice Chair/Vice President	
3. Ronald Tabano	Trustee	
4. Dana Jackson	Trustee	
5. Luba Koziolkowsky	Trustee	
6. Richard Levine	Treasurer	
7. Seymour Fliegel	Trustee	
8. Lawrence Ng	Trustee	
9. Rocco DiSpirito	Trustee	

Suspension and Expulsion Rates⁷



	2012	2013	2014	2015
# of Suspensions	4	4	3	3

⁷ Suspension rates include aggregated in- and out-of-school rates.

Suspension Rate	0.8%	0.8%	0.6%	0.6%
# of Expulsions	1	2	1	2
Expulsion Rate	0.2%	0.4%	0.2%	0.4%

Appendix B: Academic Performance

Students scoring at or above Level 3 on NYS assessments:

Grade-Level Proficiency in English Language Arts

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Charter School					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
DIFFERENCE FROM CSD #					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					

Grade-Level Proficiency in Math

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Charter School					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
DIFFERENCE FROM CSD #					
Grade 3					

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Appendix C: Charter School Goals

According to annual reports submitted to NYSED over each year of the school's charter term, the school achieved/met its goals as follows:

- Academic Goals:⁸ ○ 23 of 29 applicable academic charter goals in its most recent year
 - 92 of 117 applicable academic charter goals over the course of the charter term
- Operational Goals: ○ 2 of 3 applicable operational charter goals in its most recent year
 - 8 of 12 applicable operational charter goals over the course of the charter term
- Financial Goals: ○ 4 of 4 applicable financial charter goals in its most recent year
 - 16 of 16 applicable financial charter goals over the course of the charter term

Charter Goals		2011-2012	2012-2013	2013-2014	2014-2015
Academic Goals	Each year 80% of the students who took the NYS ELA Regents Exam will have scored at least a 65.	Met	Met	Met	Met
	Each year 80% of the students who took the NYS Math Regents Exam will have scored at least a 65.	Met	Met	Met	Met
	Each year 80% of the students who took the NYS Science Regents Exam will have scored at least a 65.	Met	Met	Met	Met
	Each year 80% of the students who took the NYS U.S. History Regents Exam will have scored at least a 65.	Met	Met	Met	Met
	Each year 80% of the students who took the NYS Global Studies Regents Exam will have scored at least a 65.	Met	Met	Not Met	Not Met

⁸ Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

Each year, 70% of the students who took the test in the 2009 ninth grade cohort will achieve a 65 in at least two Regents and a score of at least 55 on the remaining Regents in ELA, Math, Science, History.	Met	Met	Met	Met
Each year, 70% of the students who took the test in the 2010 ninth grade cohort will achieve a 65 in at least three Regents and a score of at least 55 on the remaining Regents in ELA, Math, Science, History, Global.	Met	Met	Met	Met
Each year, 70% of the students who took the test from the 2011 ninth grade cohort will achieve a 65 in at least three Regents and a score of at least 55 on the remaining Regents in ELA, Math, Science, History, Global.	Met	Met	Met	Met
Each year, 70% of students in the 2011 ninth grade cohort and later who took the test (excluding students with IEPs) will have scored at least 65 on the NYS ELA Regents Exam.				
Each year, 70% of students in the 2011 ninth grade cohort and later who took the test (excluding students with IEPs) will have scored at least 65 on the NYS Math Regents Exam.	Met	Met	Met	Met
Each year, 70% of students in the 2011 ninth grade cohort and later who took the test (excluding students with IEPs) will have scored at least 65 on the NYS Science Regents Exam.	Met	Met	Met	Met
Each year, 70% of students in the 2011 ninth grade cohort and later who took the test (excluding students with IEPs) will have scored at least 65 on the NYS U.S. History Regents Exam.	Met	Met	Met	Met
Each year, 70% of students in the 2011 ninth grade cohort and later who took the test (excluding students with IEPs) will have scored at least 65 on the NYS Regents Global Studies Exam.	Met	Met	Met	Met
Each year, 70% of students who failed the Regents and are eligible to take the RCT's will pass in each core area.	Met	Not Met	Met	Met
Each year, the percent of students passing the NYS ELA Regents Exam will place the school in the top quarter of all similar schools based on the ninth grade cohort for students enrolled as of BEDS day.	N/A	N/A	N/A	N/A
Each year, the percent of students passing the NYS Math Regents Exam will place the school in the top quarter of all similar schools based on the ninth grade cohort for students enrolled as of BEDS day.	N/A	N/A	N/A	N/A

Each year, students scoring below the ninth grade level will show an increase between pre- and post-test on the GLE by 0.5 (five months) each semester. Students scoring at or above the ninth grade level will show an increase of at least 1.0 on the SIP each semester on the Scantron Diagnostic Performance Series on the Reading subtest. Only students with a pre- and post test will be included in this analysis. This analysis will be done by semester and by campus.

Not Met Not Met Not Met Not Met

Each year, students scoring below the ninth grade level will show an increase between pre- and post-test on the GLE by 0.5 (five months) each semester. Students scoring at or above the ninth grade level will show an increase of at least 1.0 on the SIP each semester on the Scantron Diagnostic Performance Series on the Math subtest. Only students with a pre- and post test will be included in this analysis. This analysis will be done by semester and by campus.

Not Met Not Met Not Met Not Met

Each semester, average credit accumulation for students attending the Bronx campus will meet or exceed 3.5 credits per each of the semesters.

Not Met Not Met Not Met Partially Met

Each semester, average credit accumulation for students attending the Manhattan campus will meet or exceed 5 credits per each of the three semesters.

Partially Met Not Met Partially Met Partially Met

Each year, the school will have established and maintained relationships with at least 50 community organizations (internship sites) that have agreed to accept students in organized internships.

Met Met Met Met

Each year, at least 80% of the students will have participated in at least one internship.

Met Met Met Met

Each year, at least 75% of the students engaged in internships will successfully complete the academic internship portfolio.

Not Met Not Met N/A N/A

Each year, a program evaluation of the school's internship program will occur that will evaluate the five learning contexts presented in the goal statement.

Met Met Met Met

Each year, 85% of all employers will report satisfaction with the [internship] Program.

Met Met Met Met

Each year, all internship sites will be visited at least once during each semester.

Met Met Met Met

Each year, at least 55% of the ninth grade cohort will graduate within 6 years (cohorts as defined by NYSED). Due to AYP, the school's changed status to a transfer school, and the need for a 4- year cohort, this measure has

Not Met Not Met Not Met Not Met

	been changed to the modified Transfer school 4-year graduation rate, which is 40%.				
	Each year, at least 85% of the school's senior class will satisfy all requirements for NYS graduation and will be awarded a high school diploma, excluding those students who have transferred out of the school during the year they were scheduled to graduate.	Met	Met	Met	Met
	Each year, at least 40% of the students attending the Manhattan campus will graduate. The numerator will be the total number of students who graduated divided by the denominator which is the total number of students enrolled at the Manhattan campus.	Met	Met	Met	Met
	Each year, 60% of all students enrolled during the course of the year (September through June) will return the following September (excluding graduates and students who move out of the city).	N/A	Met	Met	Met
	Each year, no more than 15% of the students will drop out of school.	Met	Met	Met	Met
	Each year, upon graduation, 55% of the graduates will be enrolled in two-year college; 5% will be enrolled in a four-year institutions of higher education; and 30% will have enlisted in the United States military or will be gainfully employed.	Met	Met	Met	Met
Operational Goals	Each year, the school will have an average annual attendance rate of at least 75% across both campuses for both the academic and internship weeks.	Not Met	Not Met	Not Met	Not Met
	Each, year the school will be compliant with all applicable laws, rules, regulations and contract terms.	Met	Met	Met	Met
	Annually, student enrollment will be within 15% of full enrollment as documented by the end-of year reconciliation report.	Met	Met	Met	Met
Financial Goals	Annual audits of the financial management at Wildcat Academy conducted by a certified independent public accounting firm, will result in an annual unqualified audit and positive management letter. The audited financial statements and management letter will be submitted to the appropriate agencies and authorities.	Met	Met	Met	Met
	The Wildcat Academy will meet or exceed annual budget targets each fiscal year during the charter period resulting in a balanced budget. Budgets will be submitted annually to the appropriate agencies and authorities in a timely fashion.	Met	Met	Met	Met

The Wildcat Academy will meet all deadlines for federal, state, and local reporting requirements, including (but not limited to) an Annual Report in a timely fashion.	Met	Met	Met	Met
Annually, 85% of Wildcat's parents will report, on the Survey of Parental Opinion, that they are satisfied with the quality of the school.	Met	Met	Met	Met

Appendix D: Enrollment & Retention of Special Populations

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

Students with Disabilities⁹ (SWD)

Wildcat reports that all students are recruited regardless of their Special Education status. The School Psychologist participates in Open House programs for the purpose of recruitment. The Psychologist does a presentation at the Open House explaining the Special Education services available in addition to extra help and tutoring services available to all students. Parents are informed about their legal right to receive all services and accommodations described on the student's IEP. Parents are not asked if their child has an IEP during the group presentation to maintain confidentiality. Parents are encouraged to speak to the School Psychologist privately if they have any questions about our Special Education Program. During orientation the school counselors meet individually with prospective students and their parents to review the IEP and discuss services.

Once students are accepted into the program counselors put their name through "Special Education Student Information System" (SEIS) to determine if they are receiving or have received special education services but were missed during the application process. Students are assessed for their present levels of academic performance and services are provided. Both Special Education and Regular education teachers regularly review students' progress and current academic needs. Prior to a student's Annual Review all classroom teachers assess progress towards IEP goals and current functioning level.

Appendix E: Additional Accountability Data

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not

⁹ Information related to Wildcat recruitment efforts were taken for its Annual Report submitted to the New York State Education Department.

specific to the terms of the charter or to the [2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools](#).