

**The State Education Department  
The University of the State of New York**

**Office of Instructional Support and Development**  
Public School Choice Programs  
462 EBA  
Albany, New York 12234  
518-474-1762

***Charter School Annual Report  
2008 - 2009***

**Charter School Information and Cover Page**

**Name of Charter School: John V. Lindsay Wildcat Academy Charter School**

**Address: 17 Battery Place**

**New York, NY 10004**

**Telephone: 212-209-6036 Fax: 212-635-3874**

**BEDS #: 310200860819**

**District/CSD of Location: District 84; CSD 2**

**Charter Entity: New York City Department of Education**

**Head of School (Contact Person): Ronald Tabano**

**E-mail address of contact person: rtabano@jvlwildcat.org**

**President, Board of Trustees: Harvey Newman**

**E-mail address and Phone Number of Board President: 212-302-8800**

**hnewman@cei-pea.org**

***Section I***

**Student Assessment Data**

Attached is all the data as required by the NYSED as well as our internal measures of READ 180 and Scantron Performance Series in Math and Reading.

*Student Assessment Data  
New York State Assessment Results  
Grades 3 – 8 ELA and Math  
2008-09 Annual Report*

Name of Charter School: John V. Lindsay Wildcat Academy Charter High School

**Grades 3 – 8 State ELA Assessments Results--NA**

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8											
	L1	L2	L3	L4	L1	L2	L3	L4																								
2008-09																																
2007-08																																
2006-07																																
2005-06																																

**Grades 3 – 8 State Math Assessments Results--NA**

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8											
	L1	L2	L3	L4	L1	L2	L3	L4																								
2008-09																																
2007-08																																
2006-07																																
2005-06																																

**New York State Assessment Results (Does not include August 09 Results to be Submitted in October)**

Regents Exam	Year	All Students				General Education Students				Students with Disabilities						
		Total Tested	% Scoring:			Total Tested	% Scoring:			Total Tested	% Scoring at or above:					
			≤54	55-64	65-84		≥85	≤54	55-64		65-84	≥85				
<b>Comprehensive English</b>	2008-09	71	2.8	25.4	67.6	4.2	58	0	19	75.9	5.2	13	15.4	53.8	30.8	0
	2007-08	92	12	47.8	35.9	4.3	78	12.8	47.7	34.6	5.1	14	7.1	50	42.9	0
	2006-07	71	14.1	45.1	38	2.8	60	15	41.7	40	3.3	11	9.1	63.6	27.3	0
	2005-06	88	6.8	35.2	53.4	4.5	76	7.9	31.6	56.6	3.9	12	0	58.3	33.3	8.3
<b>Math A Integrated Algebra 06/09</b>	2008-09	48	8	25	65	2	45	7	24	67	2	3	33.3	33.3	33.3	0
	2007-08	54	20.4	42.6	37	0	51	21.6	39.2	39.2	0	3	0	100	0	0
	2006-07	59	13.6	45.8	39	1.7	52	15.4	44.2	38.5	1.9	7	0	57.1	42.9	0
	2005-06	97	8.2	35.1	54.6	2.1	85	8.2	32.9	56.5	2.4	12	8.3	50	41.7	0
<b>Math B</b>	2008-09															
	2007-08															
	2006-07															
	2005-06															
<b>Global History &amp; Geography</b>	2008-09	53	7.5	7.5	75.5	9.4	43	9.3	9.3	69.8	11.6	10	0	0	100	0
	2007-08	77	10.4	28.6	50.6	10.4	65	12.3	26.2	50.8	10.8	12	0	41.7	50	8.3
	2006-07	90	17.8	37.8	43.3	1.1	66	15.2	36.4	48.5	0	24	25	41.7	29.2	4.2
	2005-06	65	23.1	55.4	21.5	0	60	25	51.7	23.3	0	5	0	100	0	0
<b>US History &amp; Gov't.</b>	2008-09	66	10.6	33.3	51.5	4.5	57	10.5	29.8	54.4	5.3	9	11.1	55.6	33.3	0
	2007-08	71	2.8	16.9	66.2	14.1	58	0	17.2	67.2	15.5	13	15.4	15.4	61.5	7.7
	2006-07	91	13.2	35.2	47.3	4.4	72	11.1	36.1	48.6	4.2	19	21.1	21.1	42.1	5.3
	2005-06	84	21.4	38.1	40.5	0	76	21.1	38.2	40.8	0	8	25	37.5	37.5	0
<b>Living Environ.</b>	2008-09	49	2	24.5	73.5	0	40	2.5	20	77.5	0	9	0	44.4	55.6	0
	2007-08	63	15.9	68.3	15.9	0	54	16.7	66.7	16.7	0	9	11.1	77.8	11.1	0
	2006-07	50	20	58	22	0	38	15.8	57.9	26.3	0	12	33.3	33.3	8.3	0
	2005-06	74	10.8	55.4	33.8	0	62	12.9	51.6	35.5	0	12	0	0	25	0

Regents Exam	Year	All Students				General Education Students				Students with Disabilities			
		Total Tested	% Scoring:			Total Tested	% Scoring:			Total Tested	% Scoring at or above:		
			≤54	55-64	65-84		≥85	≤54	55-64		65-84	≥85	
Phys. Setting/ Earth Sci.	2008-09	1	0	0	0	100	0	0	100	0	0	0	0
	2007-08	5	40	20	0	0	40	20	0	0	0	0	0
	2006-07	0	0	0	0	0	0	0	0	0	0	0	0
	2005-06	0	0	0	0	0	0	0	0	0	0	0	0
Phys. Setting/ Chemistry	2008-09	1	0	0	0	100	0	0	100	0	0	0	0
	2007-08	5	40	20	0	0	40	20	0	0	0	0	0
	2006-07	0	0	0	0	0	0	0	0	0	0	0	0
	2005-06	0	0	0	0	0	0	0	0	0	0	0	0
Phys. Setting/ Physics	2008-09												
	2007-08												
	2006-07												
	2005-06												

*New York State Assessment Results*

Regents Exam	Year	All Students				General Education Students				Students with Disabilities							
		Total Tested	≤54	55-64	65-84	≥85	Total Tested	≤54	55-64	65-84	≥85	Total Tested	≤54	55-64	65-84	≥85	
Comp. French	2008-09																
	2007-08																
	2006-07																
	2005-06																
Comp. German	2008-09																
	2007-08																
	2006-07																
	2005-06																
Comp. Hebrew	2008-09																
	2007-08																
	2006-07																
	2005-06																
Comp. Italian	2008-09																
	2007-08																
	2006-07																
	2005-06																
Comp. Latin	2008-09																
	2007-08																
	2006-07																
	2005-06																
Comp. Spanish	2008-09	20	0	0	55	45	17	0	0	0	52.9	47.1	3	0	0	66.7	33.3
	2007-08	9	0	0	55.6	44.4	8	0	0	0	50	50	1	0	0	100	0
	2006-07	14	0	0	57.1	42.9	10	0	0	0	40	60	4	0	0	100	0
	2005-06	10	0	0	20	80	9	0	0	0	22.2	77.8	1	0	0	0	100

**New York State Assessment Results**

Regents Competency Test	Year	All Students					General Education Students					Students with Disabilities													
		Total Tested	% Scoring:				Total Tested	% Scoring:				Total Tested	% Scoring at or above:												
			≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥85									
<b>Mathematics</b>	2008-09	9	11.1	0	88.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	2007-08	20	30	0	70	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	2006-07	13	23	0	77	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2005-06	17	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Science</b>	2008-09	2	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2007-08	6	33	0	77	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2006-07	10	30	0	70	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2005-06	2	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Reading</b>	2008-09	11	45.5	0	54.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2007-08	17	41.2	0	58.8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2006-07	13	46.1	0	53.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2005-06	4	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Writing</b>	2008-09	5	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2007-08	15	13.3	0	86.7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2006-07	15	13.3	0	86.7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2005-06	2	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Global Studies</b>	2008-09	7	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2007-08	6	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2006-07	6	33	0	67	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2005-06	3	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>US History &amp; Gov't.</b>	2008-09	8	12.5	0	87.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2007-08	8	50	0	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2006-07	12	58.3	0	41.7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2005-06	4	25	0	75	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*New York State Assessment Results—Not Applicable*

Second Language Proficiency Exams	Year	All Students				General Education Students				Students with Disabilities							
		% Scoring:				% Scoring:				% Scoring at or above:							
		≤54	55-64	65-84	≥85	Total Tested	≤54	55-64	65-84	≥85	Total Tested	≤54	55-64	65-84	≥85		
French	2008-09																
	2007-08																
	2006-07																
	2005-06																
German	2008-09																
	2007-08																
	2006-07																
	2005-06																
Italian	2008-09																
	2007-08																
	2006-08																
	2005-06																
Latin	2008-09																
	2007-08																
	2006-07																
	2005-06																
Spanish	2008-09																
	2007-08																
	2006-07																
	2005-06																





*New York State Alternate Assessment Results – Not Applicable*

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
			<i>Total Tested</i>			
<b>Elementary Social Studies</b>	2008-09					
	2007-08					
	2006-07					
	2005-06					
<b>Middle Level Social Studies</b>	2008-09					
	2007-08					
	2006-07					
	2005-06					
<b>Secondary Level Social Studies</b>	2008-09					
	2007-08					
	2006-07					
	2005-06					
<b>Secondary Level Science</b>	2008-09					
	2007-08					
	2006-07					
	2005-06					

### High School Completion Rates

(2008-09 is not complete until after the August 2008 session has ended)\*

High School Completion	Year	All Students		General Education Students		Students with Disabilities	
		Number Of Students	Percent Of Graduates	Number Of Students	Percent Of Graduates	Number Of Students	Percent Of Graduates
Total Graduates	2008-09	42	100%	36	85.7%	6	14.3%
	2007-08	86	100%	68	79.1%	18	20.9%
	2006-07	77	100%	66	85.7%	11	14.3%
	2005-06	74	100%	65	87.8%	9	12.2%
Rec'd. a Regents Diploma	2008-09	2	4.8%	2	4.8%	0	0%
	2007-08	6	7%	6	7%	0	0%
	2006-07	0	0%	0	0%	0	0%
	2005-06	0	0%	0	0%	0	0%
Rec'd. a Regents Diploma w/Adv. Designation	2008-09	0	0%	0	0%	0	0%
	2007-08	0	0%	0	0%	0	0%
	2006-07	0	0%	0	0%	0	0%
	2005-06	0	0%	0	0%	0	0%
Rec'd. IEP Diploma	2008-09	1	2.4%	0	0%	1	2.4%
	2007-08	1	1.1%	0	0%	1	1.1%
	2006-07	0	0%	0	0%	0	0%
	2005-06	1	1.4%	0	0%	1	1.4%
To 4-Year College	2008-09	4	9.5%	4	9.5%	0	0%
	2007-08	4	5%	4	5%	0	0%
	2006-07	10	13.0%	9	11.7%	1	1.3%
	2005-06	7	9.5%	7	9.5%	0	0%
To 2-Year College	2008-09	15	35.7	14	33.3%	1	2.4
	2007-08	39	45.3%	31	36%	8	9.3%
	2006-07	39	50.6%	34	44.2%	5	11.9%
	2005-06	44	59.5%	39	52.7%	5	6.6%

High School Completion	Year	All Students		General Education Students		Students with Disabilities	
		Number Of Students	Percent Of Graduates	Number Of Students	Percent Of Graduates	Number Of Students	Percent Of Graduates
To Other Post-Secondary	2008-09	0	0%	0	0%	0	0%
	2007-08	5	5.8%	3	3.5%	2	2.3%
	2006-07	3	3.9%	3	3.9%	0	0%
	2005-06	3	4.1%	2	2.7%	1	1.4%
Dropped Out**	2008-09	5	NA	3	NA	2	NA
	2007-08	2	NA	2	NA	0	NA
	2006-07	9	NA	9	NA	0	NA
	2005-06	14	NA	14	NA	0	NA
Entered Approved HS Equivalency Prep Program	2008-09	3	NA	3	NA	0	NA
	2007-08	19	NA	14	NA	5	NA
	2006-07	34	NA	27	NA	7	NA
	2005-06	18	NA	18	NA	0	NA
Total Non-Completers**	2008-09	43	NA	32	NA	11	NA
	2007-08	12	NA	10	NA	2	NA
	2006-07	18	NA	16	NA	2	NA
	2005-06	89	NA	807	NA	9	NA

Notes from Prior Page

\* There will be a large number of graduates in the August 2009 graduation who are not included in this report. Therefore, all sections will change on the 2009-10 Annual Report, particularly the Number of Graduates and the Total Non-Completers sections. The updated numbers will be entered into ATS and reported to the Office of Portfolio Development in October during the update period.

\*\* The sections concerning "Dropped Out" and "Total Non-Completers" had been miscalculated in years past. The numbers were based on the total number of students in the school rather than the Seniors (those students expected to graduate during that school year). The data presented in this year's Annual Report are the correct numbers.

**Other Student Assessment Data**

2008-09

Name of Charter School: John V. Lindsay Wildcat Academy Charter School

Name of Test: Scantron Performance Series Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
Ungraded	Sept. 08 – Nov. 08	472	54	0	0	418	Grade Level Equivalent	<2 <sup>nd</sup> Grade = 2.2% 2 <sup>nd</sup> – 5 <sup>th</sup> = 22.5% 6 <sup>th</sup> – 8 <sup>th</sup> = 35.2% 9 <sup>th</sup> grade = 2.6% 10 <sup>th</sup> grade+ = 37.6%	
Ungraded	Jan. 09 – March 09	462	100	0	0	362	Grade Level Equivalent	<2 <sup>nd</sup> Grade = 1.1% 2 <sup>nd</sup> – 5 <sup>th</sup> = 26% 6 <sup>th</sup> – 8 <sup>th</sup> = 30.7% 9 <sup>th</sup> grade = 2.2% 10 <sup>th</sup> grade+ = 40.1%	
Ungraded	May 09 – June 09	456	262	0	0	194	Grade Level Equivalent	<2 <sup>nd</sup> Grade = 1.5% 2 <sup>nd</sup> – 5 <sup>th</sup> = 28.9% 6 <sup>th</sup> – 8 <sup>th</sup> = 35.6% 9 <sup>th</sup> grade = 0% 10 <sup>th</sup> grade+ = 34%	

\* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

\*\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Other Student Assessment Data**

2008-09

Name of Charter School: John V. Lindsay Wildcat Academy Charter School

Name of Test: Scantron Performance Series Subtest: Math

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
Ungraded	Sept. 08 – Nov. 08	472	64	0	0	408	Grade Level Equivalent	<2 <sup>nd</sup> Grade = 1.2% 2 <sup>nd</sup> – 5 <sup>th</sup> = 47.8% 6 <sup>th</sup> – 8 <sup>th</sup> = 34.8% 9 <sup>th</sup> grade = 2.2% 10 <sup>th</sup> grade+ = 14%	
Ungraded	Jan. 09 – March 09	462	97	0	0	365	Grade Level Equivalent	<2 <sup>nd</sup> Grade = 1.6% 2 <sup>nd</sup> – 5 <sup>th</sup> = 46.3% 6 <sup>th</sup> – 8 <sup>th</sup> = 33.4% 9 <sup>th</sup> grade = 2.7% 10 <sup>th</sup> grade+ = 15.9%	
Ungraded	May 09 – June 09	456	262	0	0	194	Grade Level Equivalent	<2 <sup>nd</sup> Grade = 1.6% 2 <sup>nd</sup> – 5 <sup>th</sup> = 44% 6 <sup>th</sup> – 8 <sup>th</sup> = 35.2% 9 <sup>th</sup> grade = 1.0% 10 <sup>th</sup> grade+ = 18.1%	

\* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

\*\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Other Student Assessment Data**

2008-09

Name of Charter School: John V. Lindsay Wildcat Academy Charter School

Name of Test: READ 180 Assessment Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
9-10	Fall 2008	36	0	0	0	36	GLE	<2 <sup>nd</sup> grade: 2.3% 2 <sup>nd</sup> -5 <sup>th</sup> : 72% 6 <sup>th</sup> -8 <sup>th</sup> : 22% 9 <sup>th</sup> : 0% >10 <sup>th</sup> : 2.3%	Baseline
9-10	Spring 2008	36	0	0	0	36	GLE	<2 <sup>nd</sup> grade: 0% 2 <sup>nd</sup> -5 <sup>th</sup> : 56% 6 <sup>th</sup> -8 <sup>th</sup> : 28% 9 <sup>th</sup> : 2.3% >10 <sup>th</sup> : 3.5%	Post-Test

\* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

\*\*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

\*\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

\*\*\*\* This is Wildcat's intervention reading program and only 36 students were in the class.

### Progress Toward Goal Attainment

Using the table provided below, state each goal as listed in your approved charter, and provide a narrative that describes the type and amount of progress made toward attaining that goal. Provide specific examples, and indicate the measures that were used to determine such progress. These measures must also be the same as those listed in your approved charter. If the goal has not been met, describe why you think it was not met, and the efforts that you will undertake in the following year to attain it.

Charter schools authorized by the Trustees of the State University of New York may attach a copy of their Accountability Plan and a report of the progress made towards meeting the goals and objectives described in the Plan.

**Progress Toward Goals  
2008-09**

**Charter School Name: John V. Lindsay Wildcat Academy Charter School School Year: 2008-09**

<b>Goal/Objective: Desired Level of Attainment</b>	<b>Actual Result: Observed Level of Attainment</b>	<b>Measure Used To Indicate Attainment of Goal/Objective</b>	<b>Was the Goal/ Objective Met? (Y/N)</b>	<b>Explanation if Not Met</b>
<b>Regents AM Goal 1:</b> Each year 80% of the students who took the NYSED ELA Regents will have scored at least a 55	Level 1 (<55): 2.8% Level 2 (55-64): 25.4% Level 3 (65-84): 67.6% Level 4 (>84) : 4.2% <b>97.2% scored &gt; 54</b>	NYSED ELA Regents Exam	<b>YES</b>	
<b>Regents AM Goal 2:</b> Each year 80% of the students who took the NYSED Math regents will have scored at least a 55	Level 1 (<55): 8% Level 2 (55-64): 25% Level 3 (65-84): 65% Level 4 (>84): 2% <b>92% scored &gt; 54</b>	NYSED Math Regents Exam	<b>YES</b>	
<b>Regents AM Goal 3:</b> Each year 80% of the students who took the NYSED Science Regents will have scored at least a 55	Level 1 (<55): 2% Level 2 (55-64): 24.5% Level 3 (65-84): 73.5% Level 4 (>84): 0% <b>98% scored &gt; 54</b>	NYSED Living Environment Regents	<b>YES</b>	
<b>Regents AM Goal 4:</b> Each year 80% of the students who took the NYSED History test will have scored at least a 55	US History: Level 1 (<55): 10.6% Level 2 (55-64): 33.3% Level 3 (65-84): 51.5% Level 4 (>84): 4.5% <b>89.4% scored &gt; 54</b> Global: Level 1 (<55): 7.5% Level 2 (55-64): 7.5% Level 3 (65-84): 75.5%	NYSED ELA Regents Exam	<b>YES</b>	

<p><b>Regents CM Goal 1:</b> Annually, the percent of students passing the ELA Regents exam will place the school in the top quarter of all similar schools based on the 9<sup>th</sup> grade cohort for students enrolled on BEDS day.</p> <p><b>Regents CM Goal 2:</b> Annually, the percent of students passing the Math Regents exam will place the school in the top quarter of all similar school based on the 9<sup>th</sup> grade cohort for students enrolled on BEDS day.</p> <p><b>GM Goal 1:</b> Annually, students will halve the difference between their fall average NCE and 50 NCE by the spring administration of the Scantron Diagnostic Performance Series on the Reading Subtest.</p>	<p>Level 4 (&gt;84): 9.4% 92.5% scored &gt; 54</p> <p>These results are not available at this time.</p> <p>These results are not available at this time.</p> <p>The Fall average NCE was 44.5; the spring NCE would need to be 47.25 for this goal to be met.</p> <p>Spring MNCE = 40.9</p>	<p>NYSED ELA Regents Exam comparison to be computed by the NYC DOE.</p> <p>NYSED Math Regents Exam comparison to be computed by the NYC DOE</p> <p>Scantron Diagnostic Performance Series</p>	<p>Not Available</p> <p>Not Available</p> <p>No</p>	<p>The NYC DOE calculates peer groups when the NYC Report Card is released. In 2007-08 this goal was met and we expect to meet this goal again this year.</p> <p>The NYC DOE calculates peer groups when the NYC Report Card is released. In 2007-08 this goal was Met and we expect to meet this goal again this year.</p> <p>There is great inconsistency during the retest in the spring. Many students did not take the test; therefore, the results may not be reliable since we are not comparing pre/post-test results by student. <b>Action Plan:</b> Scantron results are part of the Teacher Incentive Program at Wildcat and we will use this incentive moving forward to make sure that more students are tested. Teachers will continue to work on unit lessons to</p>
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<p>assure that the core curriculum continues to be refined.</p>				<p><b>GM Goal 2:</b> Annually, students will halve the difference between their fall average NCE and 50 NCE by the spring administration of the Scantron Diagnostic Performance Series on the Math Subtest.</p>
<p>Students did show growth but not enough to meet the target. <b>Action Plan:</b> Staff from Hunter College redesigned the math program to align to the new NYSED testing requirements. During the 2008-09 year the math teachers modified the program even more and this new program will be initiated by all math teachers in 2009-10.</p>	<p>No</p>	<p>Scantron Diagnostic Performance Series</p>	<p>The Fall average NCE was 25.8; the spring NCE would need to be 37.9 for this goal to be met.  Spring MNCE = 27.5</p>	
<p><b>Action Plan:</b> This is closely connected to the poor attendance in the Bronx. The interventions are described under the attendance objective below. There will be ongoing staff development and modeling occurring daily at the Bronx campus to strengthen the courses and teaching.</p>	<p>No</p>	<p>Average # of credits accumulated for students who remained the entire semester</p>	<p>Fall Semester: 2 credits Spring Semester: 2 credits</p>	<p><b>CA Goal 1:</b> Each semester, average credit accumulation will meet or exceed 3.5 credits in the Bronx</p>
	<p><b>YES</b></p>	<p>Average # of credits accumulated for students attending semester</p>	<p>Fall Semester: 5 credits Spring Semester: 5 credits</p>	<p><b>CA Goal 2:</b> Each semester, average credit accumulation will meet or exceed 5 credits in NYC.</p>

<p><b>Internship Objective 1:</b> Wildcat will establish and maintain at least <b>50 sites</b> for internships.</p>	<p><b>69 employers</b> provided Internships</p>	<p>Counted the # of employers involved in the program.</p>	<p><b>YES</b></p>	
<p><b>Internship Objective 2:</b> Annually, at least <b>80% of the students</b> will have participated in at least one internship.</p>	<p><b>82.9%</b> of the eligible students participated in the internship program.</p>	<p>Divide the # of students who worked by the # of students eligible.</p>	<p><b>YES</b></p>	
<p><b>Internship Objective 3:</b> Annually, at least <b>75%</b> of the students engaged in internships will successfully complete the academic internship portfolio.</p>	<p><b>39%</b> of the students participating in the Internship Program successfully completed the academic portfolio.</p>	<p>Divide the # of students with passing grades by the # of students in the program.</p>	<p>No</p>	<p>Students did not complete their work reporting that they believed it was not relevant or useful. <b>Action Plan:</b> Last year one of our ELA teachers spent his summer being trained in the Freedom Writers Workshop. Next year he will work with the Internship Staff to integrate the Workshop strategies into teaching the Portfolios. He modified and adapted the Freedom Writer's Workshop this year in several of his classes and the students responded very positively. Therefore, it is expected that this will improve the academic portion of the Internship Program.</p>

<p><b>Internship Objective 4:</b> Annually, a Program evaluation will occur assessing the five internship learning contexts.</p>	<p>% of students proficient: 1. Integration of knowledge: 80% 2. Engage the sense-making efforts: 72.4% 3. Active construction &amp; invention: 74.5% 4. Engage multiple skills: 79% 5. Social interactions &amp; resources: 81%</p>	<p>The percent proficient is based on employer assessment.</p>	<p><b>YES</b></p>	
<p><b>Internship Objective 5:</b> 85% of all employers will report satisfaction with the program.</p>	<p><b>94% expressed satisfaction</b></p>	<p>Survey conducted by internship staff</p>	<p><b>YES</b></p>	
<p><b>Internship Objective 6:</b> All internship sites will be visited at least once during the semester.</p>	<p>All sites were visited.</p>	<p>Internship staff completed a form for each visit.</p>	<p><b>YES</b></p>	
<p><b>Graduation Objective 1:</b> Annually, at least 55% of the 9<sup>th</sup> grade cohort class will graduate within 6 years.</p>	<p><b>55.6%</b> of the 2003 9<sup>th</sup> grade cohort graduated</p>	<p>Using the 2003 cohort list from ATS, counting the # of graduates and dividing by total # of students in the cohort. All data on ATS.</p>	<p><b>YES</b></p>	
<p><b>Graduation Objective 2:</b> Annually, at least 85% of the senior class will graduate.</p>	<p>To date, <b>46.4%</b> have Graduated</p>	<p>Divide the # of graduates (on ATS) by the # of students who are seniors.</p>	<p>Not Available</p>	<p>We will make this goal at the end of the summer semester. Of the remaining 53.6% who did not graduate, almost all are expected to finish by Aug.</p>
<p><b>Graduation Objective 3:</b> Annually, at least <b>40% of the</b></p>	<p>To date, <b>21%</b> of have</p>	<p>Divide the # of graduates (on ATS)</p>	<p>Not Available</p>	<p>Again, this goal will be met upon the completion</p>

<p><b>students at the NYC campus</b> will graduate.</p>	<p>Graduated.</p>	<p>by the # of students who are enrolled at the NYC campus (also from ATS)</p>		<p>of August classes.</p>
<p><b>Attendance Rate Objective 1:</b> Each year the school will have an average annual attendance rate of 75% across both campuses for both academic and internship weeks</p>	<p><b>Manhattan</b> Academic: 68.9% Internship: 57.5% <b>Total: 63.2%</b> <b>Bronx</b> Academic: 52.6% Internship: 39% <b>Total: 47.1%</b> <b>Total School: 54.3%</b></p>	<p>The number of days students are in school/by the number of days expected and then averaged by work or academic and campus.</p>	<p>No</p>	<p>Attendance continues to be a struggle at the school, particularly in the Bronx. <b>Action Plan:</b> Interventions that will be implemented in the coming year include: 1. continued focus on outreach to students not attending school or who have expressed an interest in dropping out, 2. a full scale after school program will be implemented as a tool for renewed interest in school by the students, 3. teachers will have more classroom assessments to improve teaching practice to make classes stronger, 4. project based learning will be integrated at the Bronx site, and 5. more effective and immediate notification will be made available through a variety of new software tools the school is using.</p>
<p><b>Attendance Rate Objective 2:</b> On average, students new to the</p>	<p>Prior to JVL: <b>56.3%</b> In JVL: <b>58.9%</b></p>	<p>Prior school attendance is</p>	<p>No</p>	<p>Students did increase their rate of attendance;</p>

school will increase their rate of attendance from their prior school by at least 30%.		downloaded from ATS and compared to Wildcat attendance.		however, not by 30%. <b>Action Plan:</b> Same as above.
<b>Attendance Rate Objective 3:</b> Annually, on average students who are at least in their second year of attendance at JVL will halve their difference between their average attendance in the prior year and 75% by the current year.	SY2007-08: 63% SY2008-09: 57.1%	Prior year attendance is compared to current year attendance for students in attendance for two years.	No	Again, the attendance struggle in the Bronx has affected this goal as well. <b>Action Plan:</b> Interventions around attendance will be implemented to impact this goal.
<b>Return Rate Objective 1:</b> Annually, 60% of all students enrolled during the course of the year will return the following September.	Cannot be calculated until after schools starts in September.	Rate of discharges calculated from ATS	NA	
<b>Return Rate Objective 2:</b> Annually, no more than 15% of the students will drop out of school.	Must be recalculated after summer school Currently: 15%	% of students who dropped out/total # of students on ATS	YES	
<b>Post Graduation Commitments Objective 1:</b> 55% of the graduates will be enrolled in two-year college; 5% will be enrolled in four-year institutions; and 30% will be employed.	2-year: 35.7% 4-year: 9.5% Employed: 45.2%	# of students in each category/ by the total # of graduates.	No	This year with the state of the economy, more students reported not being able to afford college and that they need to go to work to not only support themselves but sometimes their families as well. <b>Action Plan:</b> Next year as part of the after school program, there will be an additional college prep

<p><b>Goal 8 – Compliance with Legal Contracts:</b> Wildcat will be compliant with all applicable laws, rules, regulations, and contract terms.</p>	<p>There have been no violations of any term &amp; all reports have been submitted on time.</p>	<p>Public record</p>	<p><b>YES</b></p>	<p>staff who will assist students to complete college aid applications and to locate reasonably priced schools and options.</p>
<p><b>Enrollment Stability 1--</b>Annually, student enrollment will be within 15% of full enrollment as documented by the end-of-year reconciliation report.</p>	<p># on roster July: 475 # in Charter: 475</p>	<p>Compare the # of students on the report to the number to be enrolled in Charter.</p>	<p><b>YES</b></p>	
<p><b>Management Objective 1--</b>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.</p>	<p>This has been done and submitted and resulted in a positive management letter.</p>	<p>Outside auditors reviewed the Wildcat financial management.</p>	<p><b>YES</b></p>	
<p><b>Management Objective 2--</b>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</p>	<p>All budgets submitted to oversight committees, auditors, and Board of Trustees showed that the budget was balanced.</p>	<p>Review of budgets by individuals internal, as well as external, as well as external to the school.</p>	<p><b>YES</b></p>	

authorities in a timely fashion.					
<b>Management Objective 3</b> —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.	Everything has been submitted in a timely basis.	Public record.	<b>YES</b>		
<b>Parent Satisfaction Objective 1</b> — Annually, 85% of Wildcat parents will report, on the Survey of Parental Opinion, that they are satisfied with the school and the quality of its educational program.	<b>98%</b> of the parents participating in the NYC DOE's School Survey were "Satisfied with the education my child has received this year."	On-line version of the NYC School Survey.	<b>YES</b>		

***Section II***

***Charter School Student and Teacher Attrition Rates***

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

	2008-09	2007-08	2006-07	2005-06
Number of students leaving for lack of transportation	0	0	0	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	11	17	21	15
Number of students leaving for more restrictive special education setting	1	7	0	2
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	41	72	58	81
Number leaving for other reasons (undetermined)	31	56	86	164
Total number of students leaving.	84	152	165	262
Highest Number Enrolled (July 1 – June 30)	560	726	576	570
<b>Total Percent Attrition</b>	<b>15%</b>	<b>20.9%</b>	<b>28.6%</b>	<b>46%</b>

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

	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>	<b>2005-06</b>
Number of Classroom Teachers	25	22	22	20
Number of Special Area Teachers	0	0	0	0
Total Number of Teachers	25	22	22	20
Total Number of Teachers Leaving	3*	1	2	1
<b>Total Percent Attrition</b>	<b>12%</b>	<b>4.5%</b>	<b>9.1%</b>	<b>5%</b>

\* 1 teacher died during the year; 1 did not complete his NYSED certification in the time allotted, and 1 is moving out of the state.

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

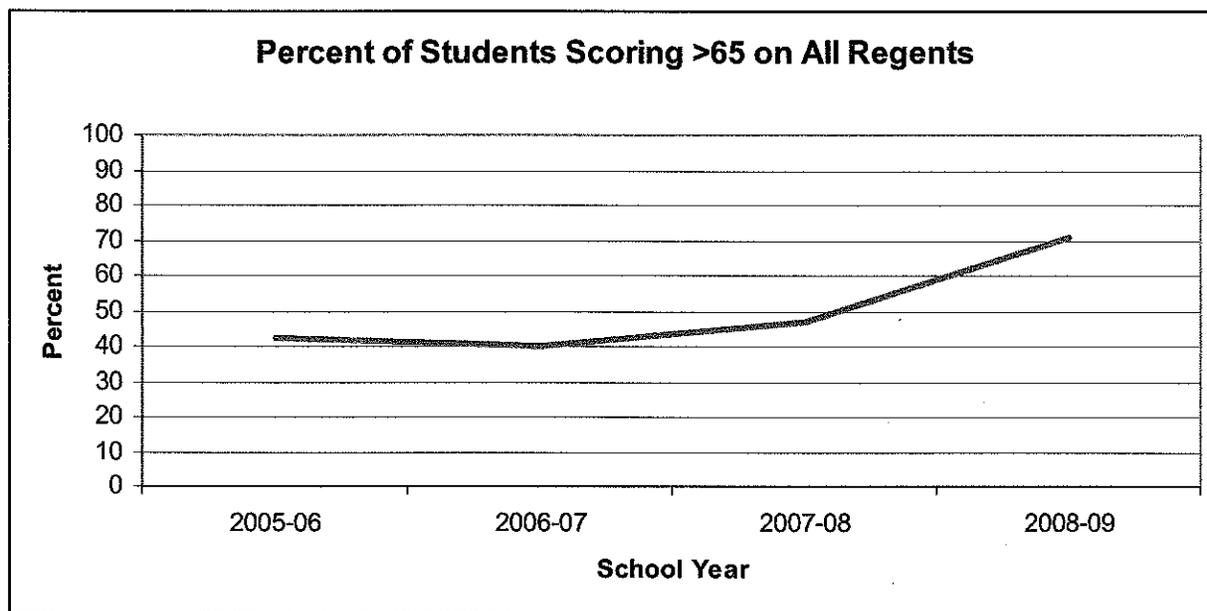
This is the first year of the School's new Charter and thus teachers, administrators, and staff have been working very diligently towards strengthening the school. Of the 31 goals listed in the school's charter, five could not be assessed at this time. Therefore, of the remaining 26 goals, 18 were reached. Below is a short discussion of the areas in which we believe we have made significant strides and where we fell short, our plans for next year.

### AYP Status

The school has just been notified by the State that AYP was made in all areas again this year, thus, the school will be off the SINI list by 2010. While all goals are important and build upon each other, at the end of the day making AYP in all areas is what is most important—and the school did make AYP, and not just through Safe Harbor, but by actually attaining the goals.

### Regent's Test Results

This year Wildcat made every single goal regarding the Regent's Exams. While students at Wildcat are still of an age that a score of 55 is passing, it is important that we begin to increase the scores now so that when the time comes, our students, teachers, and programs are ready to produce the higher scores. A further analysis of this year's data indicates there has been a huge jump in the percentage of students scoring over 65 this year as exhibited in the chart below.



After remaining fairly flat at 40%, the percentage of students scoring above 65 this year jumped from 47% to 71%, for a total of 24 points. The reasons for this huge improvement are varied, mostly based on the revision of our Comprehensive Education Plan which now includes all the activities being undertaken as participants in the CEI-PEA's U.S. Education Department Teacher Incentive Grant called Partnership for Innovation in Compensation in Charter Schools

(PICCS). Through PICCS, teachers and staff have been able to access a wide variety of software tools to map the curriculum, develop units of study, track student performance, develop assessments, and track outcome performance of students over time. In the coming year, there will be the creation of a warehouse which will include data not only from the school but from the NYC DOE DIIT downloads from ATS. This will provide even further information regarding the education of our students and how effective individual learning plans can be developed for each student.

Two goals that could not be assessed at this point were the ELA and Math goals concerning Regents exams and similar schools. Recently, the NYC DOE changed the status of Wildcat to that of a transfer school. Last year, Wildcat received a B on the NYC DOE Report Card as a transfer school. Wildcat had the lowest peer rating index (1.81) of all the transfer schools in the city i.e., students were older, less credited, had a higher rate of IEP's—basically they just had more risk factors. The Regents scores of Wildcat students did place Wildcat in the top quarter of transfer schools. With our improved scores on the Regents exams and our AYP status, we expect to make these two goals again this year as well.

### **Graduation Rate**

The graduation rate reported here is not our final graduation rate for the 2008-09 school year, thus, we know we have not met our goal as of yet. After reviewing the students who are expected to graduate in August, we have every reason to believe we will reach our goal of 85% as well as graduating at least 40% of the students from the NYC campus. Every year for the past four years, our graduation rate doubles at the end of the summer semester. If this happens again this year we will make all of our graduation goals. Further, at this time, the 6-year 9<sup>th</sup> grade cohort graduation rate goal has been met already.

### **Drop-Out Rates**

The school has struggled with drop-out rates for some time and we are thrilled to have met this goal. Now that Wildcat has attained Transfer School status, we have discovered that one of the reasons the drop-out rate may have been high in the past is that Wildcat is one of the very few transfer schools in New York City that enrolls any student who applies for admission. To date, there has never been a need for a lottery, all students are offered a seat. Other transfer schools have enrollment requirements, particularly the city's YABC schools (must be a certain age with 16 or more credits). All students who apply are welcomed at Wildcat. Which means that we have more students with diagnosed issues (24% with IEPs), more students with undiagnosed problems, and more students who are less likely to be successful (no other school will enroll them). This was reflected by our peer index (1.81) showing that Wildcat does serve the riskiest group of students when compared to our similar schools (i.e., the other 36 transfer schools in the city). This does and will continue to affect the drop-out rate. Wildcat has no desire or plan to change our target demographic, and we did make our drop-out goals this year by significantly lowering the rate to 15%, but we must confront the fact that we are willing to take a risk on any student and this will always put Wildcat at the risk of not making this goal. Further, working with students until all avenues for success have been investigated has resulted in not making our credit accumulation (in the Bronx) or attendance goals at either campus.

## **Credit Accumulation and Attendance**

These two factors are included together because one greatly affects the other. Even though the credit accumulation goal was not met, the interesting fact was that this year, Wildcat obtained "additional credit" on the Progress Report from the NYC DOE due to the credit accumulation of students with IEPs, ELL status, and for those students who were overaged and undercredited. So even though we did not meet our credit accumulation goal, we are doing better than some of the other transfer schools in serving these populations of students.

The school, particularly the Bronx campus, continues to struggle with attendance which translates to a lower credit accumulation. The NYC campus made the credit accumulation goal and is close to obtaining the attendance goals so teachers at this campus will continue with their educational plans and units of study which have already been developed; however, we will increase our outreach efforts getting to students sooner before attendance becomes a problem.

As stated above, over the past few years the drop-out rate has been relatively high but has been dropping every year. This year we made our goal of 15%. In the summer of 2008, an Outreach and Attendance Associate was hired for the specific purpose of visiting homes in the community to ensure that students were not leaving school without school staff doing every thing possible to either keep these struggling students in school or make a more appropriate referral to another school or institution. While the school made the commitment to keep struggling students as long as possible, this practice has resulted in a much lower attendance rate than usual. Students who have exceedingly poor attendance do not pass their classes, thus effecting the credit accumulation. This situation is more of an issue at the Bronx campus than the Manhattan campus. Teachers and staff at the Manhattan campus will continue to work with students as they did this year.

The Bronx campus has numerous strategies ready to be implemented in September. One of the major supports will be the new tracking tools provided through the PICCS warehouse. Teachers and administrators will be able to track student performance (including attendance) in real time. Staff development is being implemented whereby there will be mentoring for all teachers in the Bronx. This year the campus completed the Ramapo Classroom Management series, next year the Educational Specialist will be providing daily mentoring and modeling support to teachers at the Bronx site. There will also be monthly benchmarks that must be met or other interventions will be developed.

Not only will teachers and staff have access to the PICCS warehouse for tracking student performance in real time; but this summer, Wildcat staff developed a tracking system for outreach. Using this program, all staff will be able to track student contacts and outcomes. This will help us determine who needs more immediately interventions as well as track the outcomes of the outreach. By creating a seamless system whereby counselors, teachers, and administrators can enter data which can then be seen immediately by the Outreach and Attendance Associate will strengthen our outreach efforts by identifying students who need immediate interventions. Using this program will ensure no student falls through the cracks.

### **Internship Program**

Another area which impacted attendance and credit accumulation was the Internship Program. For the first time, students in great numbers did not complete their portfolios and attendance was lower in Internship participation than in the academic part of the program. Students cannot obtain credits for internship participation unless they complete the academic requirements of the program. Therefore, Freedom Writer's Workshop strategies will be integrated into the Internship Program. This initiative will be led by one of the ELA teachers trained last summer in the process. He has been using Freedom Writers Workshop strategies in his classes this year (2008-09) and is ready to modify the strategies for the Internship Program. He is working closely with the creator of the Freedom Writer's Workshop to ensure that there is fidelity to the model as modified. We firmly believe that Freedom Writer's Workshop will generate the student support to boost the NYC campus outcomes to meet the goals; and greatly impact the outcomes of the Bronx campus for next year.

Finally, a new Internship Tracking software program was developed by Wildcat during the 2008-09 school year that was just implemented in June. We are doing the beta testing of the program this summer and it will be ready for full implementation this fall. Again, this is a robust tracking program which will assist staff in identifying those students who are slipping immediately before they become an attendance and credit problem.

### **Parent Satisfaction**

Parents were very satisfied with the program and this year we had more parents participate than ever before. Our rate of participation jumped from 9% last year to 36% this year. We will continue to reach out to parents to impress upon them the importance of their input. In all areas (Academic Expectations, Communication, Engagement, Safety and Respect) of the survey Wildcat received "green" ratings indicating high levels of satisfaction with the school, staff, and administrators. A full 98% of the parents were satisfied or highly satisfied with the education their student received this year.

### **Legal, Compliance, and Fiscal Matters**

All these goals were met with reports filed on time, reconciliation showing the appropriate number of students enrolled, and a balanced budget. For the first year, an A-133 audit will be conducted at the school and we expect to have no findings.

*Section III*

**EXPLANATION OF REVENUES AND EXPENDITURES TO BE REPORTED ON THE  
CHARTER SCHOOL ANNUAL REPORT OF FISCAL PERFORMANCE FOR THE  
SCHOOL YEAR ENDED JUNE 30, 2009**

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

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

Charter School Code:  
 310200860819

Charter School Name: John V. Lindsay Wildcat Academy Charter School  
 Contact Person: Ronald Tabano

Phone: 212 209-6036

REVENUES		EXPENDITURES		TOTAL
		SALARIES	OTHER	
A. STATE SOURCES		\$ 438,111	\$ 340,129	\$ 778,240
B. FEDERAL SOURCES	542,029	549,886	27,863	577,749
C. PUBLIC SCHOOL DISTRICTS		1,600,572	70,675	1,671,247
1. BASIC OPERATING REVENUES	5,761,109	753,093	217,978	971,071
2. STATE AID-PUPILS WITH DISABILITIES	980,869	229,885	209,793	439,678
3. FED. AID-PUPILS WITH DISABILITIES	133,343			
4. OTHER REV FROM PUB SCH DISTRICTS				
D. ALL OTHER REVENUES	73,658	65,664	1,513,218	1,578,882
E. TOTAL REVENUES FROM ALL SOURCES	\$ 7,491,008			1,391,317
S. ENROLLMENT	463			
T. EXPENDITURES PER PUPIL	16,000			
	(R/S)			
				\$ 7,408,183

COMPLETED FORM SHOULD BE RETURNED  
 NO LATER THAN AUGUST 1, 2009

Signature: *Leah Sabaly*  
 Chief School Officer

Date: 7/22/2009

*Section IV*

**AUDITS OF THE FINANCIAL STATEMENTS OF CHARTER SCHOOLS**

**This will be submitted to the Department by November 1, 2009**

*Section V*

**DISCLOSURE FORMS**  
**and**  
**STATEMENT OF ASSURANCE**

Section V

NEW YORK STATE EDUCATION DEPARTMENT

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

Name (print) RALPH J. ANDERSON

Name of Charter School JUL WILDCAT ACADEMY CHARTER SCHOOL

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

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

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

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

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

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

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

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

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

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

  
Signature

6/25/09  
Date

Subscribed and sworn to before me this 25<sup>th</sup> day of June, 2009.

  
Notary Public

**CECILIA SAKOSKY**  
**NOTARY PUBLIC - STATE OF NEW YORK**  
**NO. 01SA6193199**  
**QUALIFIED IN KINGS COUNTY**  
**COMMISSION EXPIRES SEP. 08, 2012**

Section V

NEW YORK STATE EDUCATION DEPARTMENT

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

Name (print) Marc Donald  
Name of Charter School JUL Wildcat Academy Charter School  
Charter Entity \_\_\_\_\_  
Home Address \_\_\_\_\_  
Business Address \_\_\_\_\_  
Daytime Phone \_\_\_\_\_  
E-Mail Address \_\_\_\_\_

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

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

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date. Principal \$135,000

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

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

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

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

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

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

M. Du  
Signature

6/26/09  
Date

Subscribed and sworn to before me this 26<sup>th</sup> day of June, 2009.

Cecilia Sakosky  
Notary Public

CECILIA SAKOSKY  
NOTARY PUBLIC - STATE OF NEW YORK  
NO. 01SA6193199  
QUALIFIED IN KINGS COUNTY  
COMMISSION EXPIRES SEP. 08, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

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

Name (print) SEYMOUR FLIEGEL

Name of Charter School JVL WILDCAT CHARTER SCHOOL

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

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

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

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

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

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

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

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

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
CEI-PEA	CONSULTING CONTRACT	\$75,000	SEYMOUR FLIEGEL EMPLOYEE

Seymour Fliegel  
Signature

July 8, 2009  
Date

Subscribed and sworn to before me this 8<sup>TH</sup> day of JULY, 2009

Linda D. White  
Notary Public

LINDA D. WHITE  
Notary Public, State of New York  
No. 01WH6047112  
Qualified in Kings County  
Commission Expires August 28, 2009

Section V

NEW YORK STATE EDUCATION DEPARTMENT

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

Name (print) Dana Jackson  
Name of Charter School John V. Lindsay Wildcat Academy  
Charter Entity \_\_\_\_\_  
Home Address \_\_\_\_\_  
Business Address \_\_\_\_\_  
Daytime Phone \_\_\_\_\_  
E-Mail Address \_\_\_\_\_

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

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

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

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

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

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

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

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

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

*[Handwritten Signature]*  
Signature

6/26/09  
Date

Subscribed and sworn to before me this 26<sup>th</sup> day of June, 2009

*[Handwritten Signature]*  
Notary Public

**CECILIA SAKOSKY**  
NOTARY PUBLIC - STATE OF NEW YORK  
NO. 01SA8193199  
QUALIFIED IN KINGS COUNTY  
COMMISSION EXPIRES SEP. 08, 2009

Section V

NEW YORK STATE EDUCATION DEPARTMENT

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

Name (print) Douglas Knight

Name of Charter School JVL Wildcat Academy

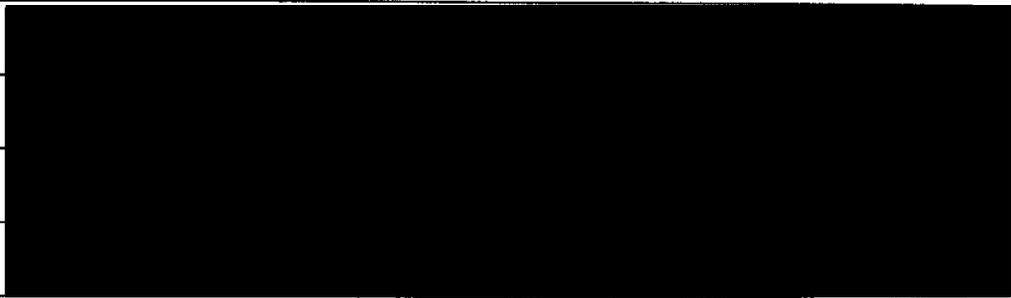
Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_



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

\_\_\_\_\_  
\_\_\_\_\_

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

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

\_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

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

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

David G. Kuntz  
Signature

6-26-09  
Date

Subscribed and sworn to before me this 26<sup>th</sup> day of June 2009.

Cecilia Sakosky  
Notary Public

CECILIA SAKOSKY  
NOTARY PUBLIC - STATE OF NEW YORK  
NO. 01SA6193199  
QUALIFIED IN KINGS COUNTY  
COMMISSION EXPIRES SEP. 08, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

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

Name (print) Luba KoziolKowsky

Name of Charter School J.V. Lindsay Waldorf Academy

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

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

Teacher of Anthropology, art, Spanish - Oct 92

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

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

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

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

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

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

*Saba Kozlowski*  
Signature

06/29/09  
Date

Subscribed and sworn to before me this 29<sup>th</sup> day of June, 2009

*Cecilia Sakosky*  
Notary Public

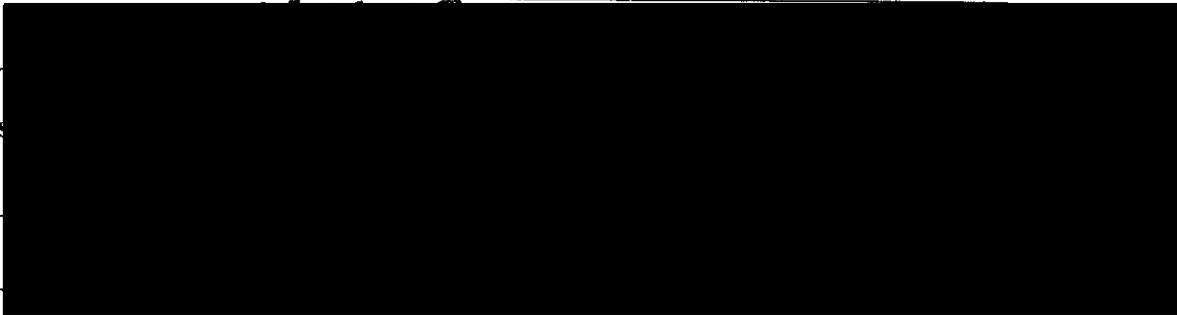
CECILIA SAKOSKY  
NOTARY PUBLIC - STATE OF NEW YORK  
NO. 01SA6193199  
QUALIFIED IN KINGS COUNTY  
COMMISSION EXPIRES SEP. 08, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

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

Name (print) Richard P. Levine  
Name of Charter School John V. Lindsay Wildcat Academy  
Charter Entity Charter School  
Home Address \_\_\_\_\_  
Business Address \_\_\_\_\_  
Daytime Phone \_\_\_\_\_  
E-Mail Address \_\_\_\_\_



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

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

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

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

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

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
2/2009	Facility lease	prior to being board member. Did not vote.	Self - Richard Leine as employee of CB Richard Ellis.

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
CB Richard Ellis, Inc	Real Estate Advisor	\$200,000	Richard Levine

Richard P. Levin  
Signature

6/26/2009  
Date

Subscribed and sworn to before me this 26<sup>th</sup> day of June, 2009

Cecilia Sakosky  
Notary Public

**CECILIA SAKOSKY**  
**NOTARY PUBLIC - STATE OF NEW YORK**  
**NO. 018A8193199**  
**QUALIFIED IN KINGS COUNTY**  
**COMMISSION EXPIRES SEP. 09, 2012**

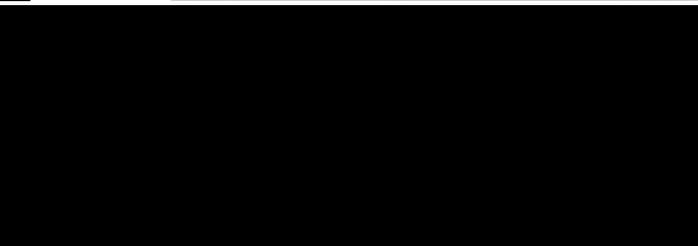
NEW YORK STATE EDUCATION DEPARTMENT

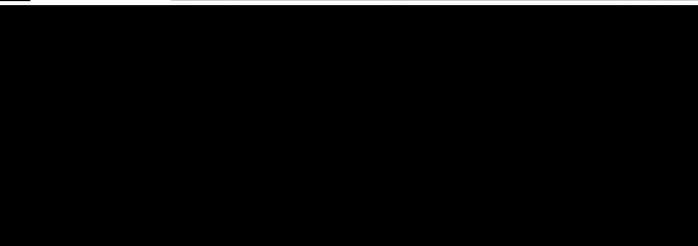
Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

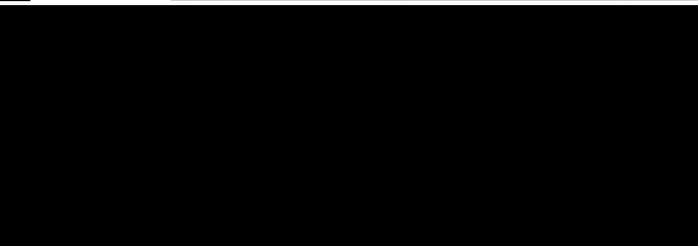
Name (print) Stephen I. Mayo

Name of Charter School John V. Lindsay Wildcat Academy Charter School

Charter Entity NYC DOE

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

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

\_\_\_\_\_  
\_\_\_\_\_

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

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

\_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

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

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

*Seth J. Mayo*  
Signature

July 31, 2009  
Date

Subscribed and sworn to before me this 31<sup>st</sup> day of July, 2009

*Cecilia Sakosky*  
Notary Public

**CECILIA SAKOSKY**  
NOTARY PUBLIC - STATE OF NEW YORK  
NO. 01SA6193198  
QUALIFIED IN KINGS COUNTY  
COMMISSION EXPIRES SEP. 08, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

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

Name (print) HARVEY NEWMAN

Name of Charter School <sup>JVL</sup> WILDCAT CHARTER SCHOOL

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

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

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

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

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

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

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

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

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
CEI-PEA	CONSULTING	75,000	<del>HARVEY NEUMHA</del> <del>BOARD MEMBER</del> EMPLOYEE

Harvey Neumer  
Signature

July 8, 2009  
Date

Subscribed and sworn to before me this 8<sup>TH</sup> day of JULY, 2009.

Linda D. White  
Notary Public

LINDA D. WHITE  
Notary Public, State of New York  
No. 01WH6047112  
Qualified in Kings County  
Commission Expires August 28, 2002

Section V

NEW YORK STATE EDUCATION DEPARTMENT

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

Name (print) RONALD TABANO

Name of Charter School JVL WILDCAT ACADEMY CHARTER SCHOOL

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

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

CEO REPRESENTATIVE

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

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

CEO \$190,000 9/93

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

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

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

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

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

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

Ronald Tahano  
Signature

6/26/09  
Date

Subscribed and sworn to before me this 26<sup>th</sup> day of June 2009.

Cecilia Sakosky  
Notary Public

CECILIA SAKOSKY  
NOTARY PUBLIC - STATE OF NEW YORK  
NO. 01SA6193199  
QUALIFIED IN KINGS COUNTY  
COMMISSION EXPIRES SEP. 08, 2012

*Statement of Assurances*

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

RONALD TABANO  
Print Name, Head of Charter School

Ronald Tabano 7/8/09  
Signature and Date

Subscribed and sworn to before me this 8<sup>th</sup> day of July, 2009.

Cecilia Sakosky  
Notary Public

**CECILIA SAKOSKY  
NOTARY PUBLIC - STATE OF NEW YORK  
NO. 01SA6193199  
QUALIFIED IN KINGS COUNTY  
COMMISSION EXPIRES SEP. 08, 2012**

HARVEY NEWMAN  
Print Name, President, Board of Trustees

Harvey Newman July 8, 2009  
Signature and Date

Subscribed and sworn to before me this 8<sup>th</sup> day of July, 2009.

Cecilia Sakosky  
Notary Public

**CECILIA SAKOSKY  
NOTARY PUBLIC - STATE OF NEW YORK  
NO. 01SA6193199  
QUALIFIED IN KINGS COUNTY  
COMMISSION EXPIRES SEP. 08, 2012**