



Office of School Design and Charter Partnerships
2013-2014

JOHN V. LINDSAY WILDCAT ACADEMY CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT

2013 – 2014 SCHOOL YEAR

Part 1: School Overview

School Information for the 2013-2014 School Year

Name of Charter School	John V. Lindsay Wildcat Academy Charter School
Current Board Chair(s)	Harvey Newman
School Leader(s)	Marc Donald (9-10), Ronald Tabano (11-12)
Management Company (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School Districts 2 (11-12) and 8 (9-10)
Physical Address(es)	17 Battery Place, New York 10004 (11-12)
	1231 Lafayette Avenue, Bronx 10474 (9-10)
Facility Owner(s)	Private

School Profile

- John V. Lindsay Wildcat Academy Charter School (Wildcat) is a high school, which served 525 students¹ in grades 9-12 during the 2013-2014 school year and is fully at scale. It opened in 2000-2001, and is under the terms of its third charter. The school is located in privately-operated facilities in Manhattan within Community School District (CSD) 2 and the Bronx in CSD 8.²
- Wildcat enrolls new students in grades 9-12. There were 27 students on the waitlist after the Spring 2013 lottery.³ The average attendance rate for the 2013-2014 school year to date as reported in February 2014 was 68%.⁴
- John V. Lindsay Wildcat Academy Charter School was renewed during the 2010-2011 school year for a full term (five years), and is consistent with the terms of its renewal application.
- The school leadership includes Ron Tabano, Principal/CEO; Marc Donald, Assistant Principal; and Cecilia Sakosky, Chief Financial Officer. The Principal has been with the school since 1992
- Wildcat had a student to teacher ratio of 20:1 in the 2013-2014 school year, and served two sections across all grades, with an average class size of 12.⁵
- The lottery preferences for the Wildcat's 2013-2014 school year included the New York State Charter Schools Act required preferences of returning students, students residing in the community school district of the school's location and siblings of students already enrolled in the charter school, as well as students classified as at-risk and have previously attended another high school.

¹ Enrollment reflects ATS data from 10/31/13.

² NYC DOE Location Code Generation and Management System database.

³ Self-reported information from school-submitted data collection form on 2/20/13.

⁴ Self-reported information from school-submitted data collection form on 2/20/13.

⁵ Self-reported information given on 9/19/14.

Part 2: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data through 2012-2013

HS Performance Compared to Peer and NYC Averages

Transfer High School Graduation Rate (6 Year)				
	2009-2010	2010-2011	2011-2012	2012-2013
John V. Lindsay Wildcat Academy Charter School	25.8%	26.6%	27.3%	31.3%
Peer Percent of Range	11.6%	20.9%	17.9%	14.6%
City Percent of Range	-	11.6%	6.3%	10.3%
College Readiness Index** - 6 years				
	2009-2010	2010-2011	2011-2012	2012-2013
John V. Lindsay Wildcat Academy Charter School	-	-	0.5%	10.2%
Peer Percent of Range	-	-	35.7%	29.5%
City Percent of Range	-	-	6.4%	23.1%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group or city.

** The College Readiness Index score was not introduced until the 2011-2012 school year.

Credit Accumulation

Credit accumulation per year 0-11				
	2009-2010	2010-2011	2011-2012	2012-2013
John V. Lindsay Wildcat Academy Charter School	2.31	3.04	5.21	5.49
Peer Percent of Range	**	25.7%	42.7%	44.6%
City Percent of Range	**	15.2%	35.5%	34.6%
Credit accumulation per year 11-22				
	2009-2010	2010-2011	2011-2012	2012-2013
John V. Lindsay Wildcat Academy Charter School	3.42	5.63	8.34	7.60
Peer Percent of Range	**	37.1%	64.2%	53.4%
City Percent of Range	**	27.6%	57.7%	44.8%
Credit accumulation per year 22-33				
	2009-2010	2010-2011	2011-2012	2012-2013
John V. Lindsay Wildcat Academy Charter School	5.18	7.65	10.04	9.67
Peer Percent of Range	**	37.9%	58.9%	53.7%
City Percent of Range	**	29.3%	56.1%	49.2%

Credit accumulation per year 33-38				
	2009-2010	2010-2011	2011-2012	2012-2013
John V. Lindsay Wildcat Academy Charter School	-	-	11.67	-
Peer Percent of Range	**	-	99.4%	-
City Percent of Range	**	-	81.9%	-

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group or city.

** Peer percent of range and City percent of range calculations not generated for the 2009-2010 school year.

Performance on the NYC Progress Report

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	A	B	C	B
Student Progress	A	B	B	A
Student Performance	F	F	F	C
School Environment	B	C	D	C
College and Career Readiness*	-	-	D	C
Closing the Achievement Gap Points	3.0	4.0	5.4	9.2

* The College and Career Readiness grade was not introduced until the 2011-2012 school year.

Progress Towards Attainment of Academic Goals

- According to its 2012-2013 Annual Report to New York State Education Department (NYSED), Wildcat fully met 22, partially met one, and did not meet five of its 30 academic performance goals identified in its charter. Two goals were no longer applicable.

Responsive Education Program & Learning Environment⁶

- An essential component of Wildcat's school design is the interplay of academic studies and the internship/job experience. This experience reinforces Wildcat's approach to academics by allowing students to be active and work cooperatively while at the same time learning employability skills.
- Wildcat utilizes the Student Information and Tracking System and Jupiter Grading System (On-line Grading System) to set goals for Wildcat students and track their progress on a real-time basis.
- Wildcat continues to use Common Assessments and plans to increase the work on common assessments that are in line with the Common Core Learning Standards (CCLS).
- An Outreach Attendance Associate works extensively with students and parents, and identifies students who are habitually absent or truant. Strategies and action plans are implemented to increase attendance and decrease dropouts. The school has seen improvements in this area and expects to see better results in the future charter years.
- Teachers are collaborating by mentoring each other, performing classroom observations of each other, and participating in a Peer Review process to develop best practices.
- For the 2013-2014 academic year, Wildcat teachers participated in intense whole group professional development as well as mentoring that focused on implementing CCLS, developing unit and lesson plans, implementing instructional and literacy strategies, developing common assessments to reflect curricula, and questioning/critical thinking.

⁶ Self-reported information from school-submitted ACR self-evaluation form on 3/1/2014.

Essential Question 2: Is the school a fiscally sound, viable organization?

Governance Structure & Organizational Design

After reviewing information and documentation concerning Board turnover, Board minutes, reporting structure, organizational chart, annual accountability reporting documents, Board agendas, and the school's website, the NYC DOE notes the following:

- The Board has nine board members, all voting, with the exception of the school leader, who serves on the Board as an ex-officio member. The Board Chair, Harvey Newman, has been with on the Board since 2008.
- As evidenced from a review of Board rosters, there was no turnover of board members for the 2013 calendar year.
- As recorded in the Board's minutes, there is a clear reporting structure with school leadership providing regular updates on academic, financial, and operational performance to the Board and its committees.

School Climate & Community Engagement

After reviewing information and documentation concerning leadership turnover, staff turnover, attendance rate, student turnover, NYC School Survey results and response rates, and PTO meetings, the NYC DOE notes the following:

- The school did not experience any leadership turnover during the 2013-2014 school year.
- Instructional staff turnover was 4% with one out of 25 instructional staff choosing not to return for the 2013-14 school year from the prior year. As of February 2014, during the 2013-14 school year, no teachers have left and one teacher had been let go.
- As of February 2014, average daily attendance for students during that school year was at 68%, which is lower than the school's charter goal of at least 95%.⁷
- Student turnover was 13% of students from the prior school year who did not return at the start of the 2013-2014 school year; 2.5% of the students left the school between the start of the school year and February 2014.⁸

2012-2013 NYC School Survey Results⁹

Categories	Result	Community	Response Rate	Citywide Rate
Academic Expectations	Below Average	Parents	49%	54%
Communication	Average	Teachers	59%	83%
Engagement	Average	Students	33%	83%
Safety & Respect	Below Average			

⁷ Self-reported information from school-submitted data collection form on 3/1/14.

⁸ Self-reported information from school-submitted data collection form on 3/1/14.

⁹ Results are particular to the school type as identified in the 2013 School Survey.

Financial Health

Near-term financial obligations:

- Based on the FY13 financial audit, the school's current ratio indicated a strong ability to meet its current liabilities.
- Based on the FY13 financial audit, the school had sufficient unrestricted cash to cover its operating expenses for at least two months without an infusion of cash.
- A comparison of the enrollment projections for the 2013-2014 budget to the actual enrollment as of the last day for the 2013-2014 school year indicated that the school met its enrollment target, supporting its projected revenue.
- As of the FY13 financial audit the school had no debt obligations.

Financial sustainability based on current practices:

- Based on the financial audits from FY11 to FY13, the school generated an aggregate surplus over the three audited fiscal years and in FY13 the school operated at a surplus.
- Based on the FY13 financial audit, the school's debt-to-asset ratio indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY11 to FY13, the school generated overall positive cash flow from FY11 to FY13, though the school had negative cash flow during FY12.

Annual Independent Financial Audit

- An independent audit performed for FY13 showed no material findings.

Essential Question 3: Compliance with charter and all applicable laws and regulations?

After a review of documentation submitted for the NYC DOE annual accountability reporting requirements for the 2013-2014 school year, the NYC DOE finds the following:

Board Compliance

The Board is in compliance with:

- The Board's membership size falls within the range of five to 15 members as outlined in the school's charter and in the Board's bylaws.
- The Board held 10 Board meetings with quorum for the last school year.
- Currently, officer positions outlined in the Board's bylaws are filled.
- Board minutes and agenda items have been provided via the school's website for inspection by the public.

School Compliance

The school is in compliance with (as reviewed during May 2014):

- All staff members have appropriate fingerprint clearance.
- The school has submitted appropriate insurance documents to the NYC DOE.
- The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.
- The school leader was trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.
- The school has posted its 2012-2013 NYSED Annual Report and annual audit to its website, as specified in charter law.
- The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification.
- The school had an application deadline of the second Wednesday in August and lottery date of the second Thursday in August, adhering to the charter law's requirement of accepting applications up to at least April 1.

Essential Question 4: What are the school's plans for the next charter term?

As reported by the school's leadership, the following is noted:

- The search for new funding opportunities remains a top priority for Wildcat.
- A major goal for Wildcat is to grow the school's attendance rate for the Bronx internships.

Enrollment and Retention Targets

As a reminder regarding accountability in the next charter term:

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, "to meet or exceed enrollment and retention targets" for students with disabilities, English language learners, and students who are eligible for the free and reduced price lunch program. The amendments further indicate "Repeated failure to comply with the requirement" as a cause for revocation or termination of the charter.
 - The law directs schools to demonstrate "that it has made extensive efforts to recruit and retain such students" in the event it has not yet met its targets.
 - The NYC DOE, as authorizer, will annually monitor the school's performance against these targets and the efforts it makes to meet this state requirement.
- For the 2013-2014 school year, Wildcat served a higher percentage of students with disabilities and students that qualified for free or reduced price lunch than the citywide average, as well as the averages for both CSDs in which it operated. However, the school served a smaller percentage of English Language Learner students than the citywide and CSD averages.

Special Populations

	Free and Reduced Price Lunch					Students with Disabilities					English Language Learners				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
	School	58.6%	71.1%	69.7%	70.2%	76.0%	24.1%	28.3%	27.7%	27.9%	22.7%	4.3%	5.7%	7.0%	6.3%
CSD 2	62.8%	62.2%	64.6%	65.8%	68.4%	11.9%	12.4%	12.7%	13.2%	13.6%	11.2%	11.9%	11.6%	11.0%	10.5%
CSD 8	-	-	-	-	74.2%	-	-	-	-	22.1%	-	-	-	-	12.0%
NYC	60.8%	62.7%	65.7%	68.2%	71.1%	12.7%	13.1%	13.6%	14.2%	14.8%	12.1%	12.6%	12.5%	12.1%	11.9%

Additional Enrollment Information					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	9-12	9-12	9-12	9-12	9-12
CSD(s)	2	2	2	2	2 & 8

Comparisons to both the CSD(s) and City are made against students in grades K-8, 9-12 or K-12 depending on the grades the school served in each school year. Special population figures are as of October 31 for each given school year, with the exception of the 2012-2013 school year, which is as of October 26, 2012.