



Office of School Design and Charter Partnerships
2014-2015

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

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

John V. Lindsay Wildcat Academy Charter School	
Authorized Grades	Grades 9-12
Authorized Enrollment	525
School Opened For Instruction	2000-2001
Charter Term Expiration Date	June 30, 2016
Last Renewal Term Type	Full Term (5 years)

School Information for the 2014-2015 School Year

John V. Lindsay Wildcat Academy Charter School	
Board Chair(s)	Harvey Newman
School Leader(s)	Ronald Tabano (CEO/Principal of Grades 11-12), Cecilia Sakosy (CFO), Phyllis Mitchell (Grades 9-10)
District(s) of Location	NYC Community School Districts 8 (Grades 9-10) and 2 (Grades 11-12)
Borough(s) of Location	Bronx (Grades 9-10) and Manhattan (Grades 11-12)
Physical Address(es)	1231 Lafayette Avenue, Bronx, NY 10474 (Grades 9-10)
	17 Battery Place, New York, NY 10004 (Grades 11-12)
Facility Owner(s)	Private
School Type	Transfer High School
Grades Served 2014-2015	Grades 9-12
Enrollment in 2014-2015*	493
Charter Universal Pre-Kindergarten Program	No

* Enrollment data as of October 1, 2014

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Grades 9-12
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	N/A
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	200
Number of Students Accepted via the Charter Lottery	200
Lottery Preferences (School Year 2014-2015)**	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	N/A
Unaccompanied Youth	N/A

* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.

** Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/charters/information/directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
Standards-Based Curriculum	Each core subject offered by John V. Lindsay Wildcat Academy Charter School (Wildcat Academy) has an approved curriculum that is aligned to state learning standards and performance indicators. All of Wildcat Academy's core curricula are based on NYS curriculum guidelines as well as core curricula and core curricula guidelines produced by NYC DOE and NYSED. Wildcat Academy core curricula are reviewed annually and adjustments are made as required.
Internship Program	All students participate in an internship program that allows students to be active and work cooperatively while learning employment skills. Aside from the socialization aspect of internships, students are taught skills with future jobs in mind. Vocational education classes such as horticulture, construction, culinary arts, and graphic arts reinforce practical experience in various businesses and schools throughout the city.
Targeted Instruction	Based on students' Individualized Education Programs (IEPs), test scores and classroom data, struggling students receive targeted instruction and service from the school's academic support staff. These services are integrated with and complement the school's mental health and counseling services.
Mental Health and Counseling Services	Staff psychologist and social workers are available to all students. Services include individual/group therapy for students; staff consultation and employee assistance; parent counseling; as well as liaison and referral to outside agencies providing psychological and social services. These services are integrated with and complement the school's targeted academic instruction.
Excellent Teaching and Teacher Support	Wildcat Academy teachers are highly qualified and experienced. Wildcat Academy has in place a robust staff development plan, which includes teacher-driven development as well as the support of outside consultants.
Sports, Physical Education, and Fitness	Wildcat Academy offers PSAL Girls and Boys Basketball and co-ed Softball in addition to physical education classes. Additionally, students participate in the Presidential Youth Fitness Program.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Grade 9	138	8
Grade 10	97	8
Grade 11	194	9
Grade 12	64	9
Total Enrollment	493	34

* Enrollment data as of October 1, 2014

Part 2: Annual Review Process Overview

Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to the school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

Essential Questions

Is the school an academic success?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment absolute results; New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.¹

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

¹ Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Part 3: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data Since 2012-2013

John V. Lindsay Wildcat Academy Charter School is a transfer high school; it serves over-age and under-credited students in grades nine through twelve. As such, many of the performance metrics traditionally used for high schools are not applicable and/or not representative of the academic achievement of the students at John V. Lindsay Wildcat Academy Charter School.

The NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year; this report was tailored to present alternative metrics for transfer high schools. Beginning with the 2013-2014 school year, the NYC DOE began producing School Quality Reports. The 2013–2014 School Quality Reports (released during the 2014–2015 school year) use sections and metrics very similar to those used in the discontinued Progress Reports. However, School Quality Reports were not produced for transfer high schools for the 2013-2014 school year. As a result, limited academic performance data exists for transfer high schools for the 2013-2014 school year.

HS Performance Compared to Peer and NYC Averages

Transfer High School Graduation Rate (6 Year)		
	2012-2013	2013-2014
John V. Lindsay Wildcat Academy Charter School	31.3%	N/A
Peer Percent of Range	14.6%	-
City Percent of Range	10.3%	-
College and Career Preparatory Course Index **		
	2012-2013	2013-2014
John V. Lindsay Wildcat Academy Charter School	5.3%	N/A
Peer Percent of Range	40.8%	-
City Percent of Range	26.8%	-

* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

** 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/city.

Credit Accumulation²

Average Credits Earned by Students with 0-11 Credits at the Beginning of the School Year		
	2012-2013	2013-2014
John V. Lindsay Wildcat Academy Charter School	5.5	N/A
Peer Percent of Range	44.6%	-
City Percent of Range	34.6%	-
Average Credits Earned by Students with 11-22 Credits at the Beginning of the School Year		
	2012-2013	2013-2014
John V. Lindsay Wildcat Academy Charter School	7.6	N/A
Peer Percent of Range	53.4%	-
City Percent of Range	44.8%	-
Average Credits Earned by Students with 22-33 Credits at the Beginning of the School Year		
	2012-2013	2013-2014
John V. Lindsay Wildcat Academy Charter School	9.7	N/A
Peer Percent of Range	53.7%	-
City Percent of Range	49.2%	-

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/city.

² These measures evaluate the average credits earned per year for students with different credits at the start of the school year. The point values for these measures are assigned proportionately based on the number of students in each credit category.

Progress Towards Attainment of Academic Goals in 2013-2014³

Academic Goals	
Authorizer Mandated Goals	2013-2014
1. The school must demonstrate improved student achievement by increasing graduation rates and student credit accumulation rates to score in the 50 th percentile or above of all Transfer Schools on the Student Performance section of the NYC DOE Progress Report in each of the five years of the charter term. The school must continue to demonstrate student achievement by scoring in at least the 75 th percentile of all Transfer Schools on the overall NYC DOE Progress Report.	N/A
2. The Board must demonstrate a plan for sound oversight and evaluation of school leadership.	Not Met
3. The school must demonstrate attainment of charter goals.	Met
Charter Goals	2013-2014
1. Each year 80% of the students who took the NYS ELA Regents Exam will have scored at least a 65.	Met
2. Each year 80% of the students who took the NYS Math Regents Exam will have scored at least a 65.	Met
3. Each year 80% of the students who took the NYS Science Regents Exam will have scored at least a 65.	Met
4. Each year 80% of the students who took the NYS U.S. History Regents Exam will have scored at least a 65.	Met
5. Each year 80% of the students who took the NYS Global Studies Regents Exam will have scored at least a 65.	Not Met
6. Each year, 70% of the students who took the test in the 2008 ninth grade cohort will achieve a 65 in at least two Regents and a score of at least 55 on the remaining Regents in ELA, Math, Science, History.	Met
7. Each year, 70% of the students who took the test in the 2009 ninth grade cohort will achieve a 65 in at least three Regents and a score of at least 55 on the remaining Regents in ELA, Math, Science, History, Global.	Met
8. Each year, 70% of the students who took the test from the 2010 ninth grade cohort will achieve a 65 in at least three Regents and a score of at least 55 on the remaining Regents in ELA, Math, Science, History.	Met
9. Each year, 70% of students in the 2010 ninth grade cohort and later who took the test (excluding students with IEPs) will have scored at least 65 on the NYS Math Regents Exam.	Met
10. Each year, 70% of students in the 2010 ninth grade cohort and later who took the test (excluding students with IEPs) will have scored at least 65 on the NYS Science Regents Exam.	Met
11. Each year, 70% of students in the 2010 ninth grade cohort and later who took the test (excluding students with IEPs) will have scored at least 65 on the NYS U.S. History Regents Exam.	Met
12. Each year, 70% of students in the 2010 ninth grade cohort and later who took the test (excluding students with IEPs) will have scored at least 65 on the NYS Regents Global Studies Exam.	Met

³ Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

13.	Each year, 70% of students who failed the Regents and are eligible to take the RCT's will pass in each core area.	Met
Charter Goals		2013-2014
14.	Each year, the percent of students passing the NYS ELA Regents Exam will place the school in the top quarter of all similar schools based on the ninth grade cohort for students enrolled as of BEDS day.	N/A
15.	Each year, the percent of students passing the NYS Math Regents Exam will place the school in the top quarter of all similar schools based on the ninth grade cohort for students enrolled as of BEDS day.	N/A
16.	Each year, students scoring below the ninth grade level will show an increase between pre- and post-test on the GLE by 0.5 (five months) each semester. Students scoring at or above the ninth grade level will show an increase of at least 1.0 on the SIP each semester on the Scantron Diagnostic Performance Series on the Reading subtest. Only students with a pre- and post-test will be included in this analysis. This analysis will be done by semester and by campus.	Not Met
17.	Each year, students scoring below the ninth grade level will show an increase between pre- and post-test on the GLE by 0.5 (five months) each semester. Students scoring at or above the ninth grade level will show an increase of at least 1.0 on the SIP each semester on the Scantron Diagnostic Performance Series on the Math subtest. Only students with a pre- and post-test will be included in this analysis. This analysis will be done by semester and by campus.	Not Met
18.	Each semester, average credit accumulation for students attending the Bronx campus will meet or exceed 3.5 credits per each of the semesters.	Not Met
19.	Each semester, average credit accumulation for students attending the Manhattan campus will meet or exceed 5 credits per each of the three semesters.	Partially Met
20.	Each year, the school will have established and maintained relationships with at least 50 community organizations (internship sites) that have agreed to accept students in organized internships.	Met
21.	Each year, at least 80% of the students will have participated in at least one internship.	Met
22.	Each year, at least 75% of the students engaged in internships will successfully complete the academic internship portfolio.	Not Met
23.	Each year, a program evaluation of the school's internship program will occur that will evaluate the five learning contexts presented in the goal statement.	Met
24.	Each year, 85% of all employers will report satisfaction with the internship Program.	Met
25.	Each year, all internship sites will be visited at least once during each semester.	Met
26.	Each year, at least 55% of the ninth grade cohort will graduate within 6 years (cohorts as defined by NYSED). Due to AYP, the school's changed status to a transfer school, and the need for a 4- year cohort, this measure has been changed to the modified Transfer school 4-year graduation rate, which is 40%.	Not Met
27.	Each year, at least 85% of the school's senior class will satisfy all requirements for NYS graduation and will be awarded a high school diploma, excluding those students who have transferred out of the school during the year they were scheduled to graduate.	Met
28.	Each year, at least 40% of the students attending the Manhattan campus will graduate. The numerator will be the total number of students who graduated divided by the denominator which is the total number of students enrolled at the Manhattan campus.	Met

29.	Each year, the school will have an average annual attendance rate of at least 75% across both campuses for both the academic and internship weeks.	Not Met
Charter Goals		2013-2014
30.	Each year, 60% of all students enrolled during the course of the year (September through June) will return the following September (excluding graduates and students who move out of the city).	Met
31.	Each year, no more than 15% of the students will drop out of school.	Met
32.	Each year, upon graduation, 55% of the graduates will be enrolled in two-year college; 5% will be enrolled in a four-year institution of higher education; and 30% will have enlisted in the United States military or will be gainfully employed.	Met

Self-Reported Responsive Education Program & Learning Environment⁴

Curriculum Changes and/or Adjustments

- John V. Lindsay Wildcat Academy Charter School listed the following curriculum changes and/or adjustments made during the 2014-2015 school year (especially in relation to Common Core Learning Standards):
 - The transition to Common Core Learning Standards in Algebra was in process during the 2014-2015 school year; the school expects to complete the transition by August 2015.
 - The English Language Arts (ELA) curricula was adjusted to focus on Common Core pedagogical shifts including a shift toward more nonfiction and informational texts, evidence based writing and discussion, and academic vocabulary.
 - All subject areas focused on academic vocabulary as per Common Core pedagogical shifts.

Interim Assessments

- All students are administered the Scantron Diagnostic Performance Series, which provides individual baseline data for annual measurement of individual student progress.
- The school utilizes all NYS assessments with the understanding that these are, by design, in alignment with New York State learning standards and performance indicators. In areas where no NYS assessments exist, other standardized assessments are used. Local teacher-made assessments aligned with State learning standards, performance indicators and the school curricula are also used. These assessments include teacher-developed assignments and tests, as well as direct examination of student work.
- The PSAT and SAT are also a part of the charter school's assessment program.

Approach to Data-Driven Instruction

- The school utilizes the information from all assessments to refine the curriculum and improve classroom practice to ensure that the charter school can respond effectively to the needs of individual learners. Assessment results contribute to the staff's understanding of the status of each student in relation to his/her level of achievement regarding the academic goals and objectives of the charter school. When these assessments reveal that students are not performing at expected levels, modifications to instruction and individual student programs are made. Accordingly, the results of student assessments influence the type of professional development offered to the instructional staff.

Philosophy on Special Education and English Language Learner Services

- The school will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Program (IEP) prepared by the Committee on Special Education (CSE) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA).
- The school does not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. All special education programs and services shall be provided in accordance with Education Law §2853(4)(a) and applicable federal laws, regulations and in accordance with the IEP recommended by the CSE.
- In school year 2014-2015 the school employed four full-time, certified special education teachers. The special education staff provides consultation and support to classroom teachers, works in the general education classrooms with special education students individually and in small groups, and serves as special education consultants to the overall school community.
- Classroom teachers at the school are knowledgeable about the needs of students with disabilities; are informed of their responsibilities for particular students; receive the support they may require to implement a student's program; and implement any modifications or accommodations in their classes in accordance with the students' IEPs.
- A fulltime ESL/ELL (English as a Second Language/English Language Learner) student supports students individually, in small groups, and in the general classroom environment.

⁴ Self-reported information from school-submitted ACR self-evaluation form on May 1, 2015.

Professional Development Opportunities

- The following professional development opportunities were provided to teachers:
 - In-house professional development on teaching vocabulary, questioning, and differentiation;
 - Differentiation Re-visited (a three-hour workshop wherein teachers reviewed methods of differentiation, evidence of differentiation, and ways of documenting classroom evidence of differentiation) ;
 - Knowledge of the Learner (a workshop focused on descriptors of the John V/ Lindsay Wildcat Academy Charter School learner, what research says about learning, and how this knowledge could be used to create student learning profiles to reach students);
 - Peer Reviews of School-Wide Assessments (a Professional Learning Community (PLC) wherein teachers evaluated co-workers' exams based on a set of guidelines); and
 - Expectations for Integrated Algebra Instruction (a department-specific workshop which set expectations around framework-based teaching and learning, emphasizing specific strategies and practices).

Teacher Evaluation

- Teachers are evaluated according to the guidelines specified in an agreement reached between the New York City Department of Education (NYC DOE) and the United Federation of Teachers. Evaluation using the Danielson model accounts for 60% of a teacher's final evaluation. The other 40% is based on Measures of Student learning.

Differentiated Instruction

- John V. Lindsay Wildcat Academy Charter School teachers differentiate instruction in various ways depending on student data within a particular subject area and/or specific classroom. Teachers differentiate content, performance tasks, assessment tools, and instructional strategies based on ongoing assessment of students. Data on students is collected and disseminated school wide via the school's Student Information and Tracking System, Scantron Performance Series and Jupiter Grades.
- Teachers differentiate content using, among other strategies, leveled materials, varied instructional materials, and student choice. Students demonstrate learning through traditional means (written texts or exams) and through alternative methods including oral presentations and creating graphics. Teachers target diverse learners by differentiating delivery, whether as simple as presenting visuals along with written text, enabling student choice, or employing various ability based groupings.

Adjustments based on 2013-2014 Data

- Based on data the school collected or received for the 2013-2014 school year, the school did the following during the 2014-2015 school year:
 - In 2014-2015, students were offered Criminal Justice and Human Rights classes as alternative social studies courses; these new classes integrate U.S. History, Government, and World History. (Global studies and U.S. History were traditionally the only social studies courses offered.)
 - Historically, Algebra was the only math offering at the school. Beginning in the fall of 2014, the school began to offer Integrated Geometry and Statistics & Probability to incoming students. This new content integrates algebra, requires the use of models and concrete materials, provides ample real-world applications, and creates many opportunities for literacy development via math learning logs, problem-solving reports, and mathematics justification essays.
 - To address attendance and retention of students with 0-9 credits, the school implemented three programs.
 - Under the auspices of the Families United for Education and Social Development, the Young Men's Group encourages personal growth via male-adolescent focused workshops.

- Another program, Internship Training Institute (ITI), teaches students workplace and comportment skills. ITI previously accommodated 50 students but was expanded to serve 80 interns.
- The Advisory program, a foundational skills course to help new students negotiate their way through their first semester, creates a mechanism by which new students can work closely with school counselors on non-academic issues and create healthy and cohesive relationships.

Learning Environment

- The school utilizes a comprehensive approach to student management, including behavioral expectations and a clear and concise discipline policy which fosters a safe, orderly and supportive classroom.
- The school's student handbook and operational manual outlines the discipline policy very clearly, from suspensions to expulsions, including the discipline policy for the school's IEP students.
- The school has an effective School Psychologist on staff to counsel students who may have behavioral issues. Through a Federal grant, the school brought in two mental health counselors to also help counsel students. These mental health counselors document their findings for every student.
- School leadership and counselors encourage and support students to take positive academic risks and participate. The school provides a safe and respectful school environment. The hallways, cafeteria and classrooms are up to school, NYC DOE, and building codes. School staff address any repairs that need attention on a timely basis.

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

Governance Structure & Organizational Design

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. CEO/Principal	Ronald Tabano	23
2. CFO	Cecilia Sakosky	8
3. Assistant Principal	Edward Peterman	15
4. Assistant Principal	Phyllis Mitchell	11

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position – <i>Committee(s)</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Harvey Newman	Chairperson	Yes
2. Douglas Knight	Vice-Chairperson	Yes
3. Richard Levine	Secretary	Yes
4. Ronald Tabano		Yes
5. Dana Jackson		Yes
6. Luba Koziolkowsky		Yes
7. Seymour Fliegel		Yes

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Finance/Investment Committee	Yes	Yes
2. Audit Committee	Yes	No

School Climate & Community Engagement

John V. Lindsay Wildcat Academy Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	0.0%
Instructional Staff Turnover (School Year 2014-2015)**	13.0%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	3
Does the School have a Parent Organization?	Yes
<ul style="list-style-type: none"> If Yes, how many times did it meet? 	3
<ul style="list-style-type: none"> If Yes, how many parents attended these meetings? 	6
Average Daily Attendance Rate (School Year 2013-2014)***	67.3%

* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

** Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

*** Attendance was self-reported by the school.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		John V. Lindsay Wildcat Academy Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	78%	96%	62%
	Most students at my school treat each other with respect.	75%	93%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	96%	100%	79%
Parents	I feel satisfied with the education my child has received this year.	97%	99%	95%
	My child's school makes it easy for parents to attend meetings.	98%	99%	94%
	I feel satisfied with the response I get when I contact my child's school.	98%	98%	95%
Teachers	Order and discipline are maintained at my school.	88%	86%	80%
	The principal at my school communicates a clear vision for our school.	94%	100%	88%
	School leaders place a high priority on the quality of teaching.	100%	96%	92%
	I would recommend my school to parents.	88%	87%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

** This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	John V. Lindsay Wildcat Academy Charter School	33%	49%
	NYC	83%	83%
Parents	John V. Lindsay Wildcat Academy Charter School	49%	56%
	NYC	54%	53%
Teachers	John V. Lindsay Wildcat Academy Charter School	59%	82%
	NYC	83%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
Cash Position	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	215 days	Strong
Liabilities	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	2	Strong
Projected Revenues	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	0.99	Strong
Debt Management	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
Total Margin	Did the school operate at a surplus or deficit during the previous fiscal year?	Value should be greater than 0.00	-0.01	Weak
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.04	Strong
Ratios	Debt to Asset Ratio	Ratio should be less than 1.00	0.44	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	0.03	Weak
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$(337,663)	Weak
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$(391,756)	Weak

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?

Board Compliance

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	7
Number of Board Members Required per the Bylaws	5-15
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	2
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	0
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	Yes
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	6 / 10

* All data presented above is as of April 1, 2015.

** Section 2851(2)(c) of the NYS Charter School Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

School Compliance

Based on a document review and based on information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification ⁵	Yes
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	Yes
Immunization Record ⁶	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED	Yes
Financial Audit Posted	Yes

⁵ The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

⁶ The Department of Health standards require an immunization rate of 99%.

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
23	2	8.7%	21	91.3%	0	0.0%

Student Discipline

Based on a document review, the school's discipline policy contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	Yes
Removing students (i.e., suspending)	Yes	Yes
Procedures for expelling students	Yes	Yes
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	Yes	Yes
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	Yes	Yes
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	No	N/A
Specifically addresses student discipline policy for students with disabilities	Yes	Yes
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In School Suspensions: 0 (0%) Out of School Suspensions: 3 (1%)	

Enrollment and Retention Targets⁷

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

⁷ State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

- In school year 2014-2015, John V. Lindsay Wildcat Academy Charter School served:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
 - a lower percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, John V. Lindsay Wildcat Academy Charter School retained:
 - a lower percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
 - a lower percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
 - a lower percentage of students with disabilities than its SED-derived retention target for students with disabilities.

Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	John V. Lindsay Wildcat Academy Charter School	95.9%	95.7%
	Effective Target*	80.3%	80.4%
	Difference from Effective Target	+15.6	+15.3
Students with Disabilities (SWD)	John V. Lindsay Wildcat Academy Charter School	28.7%	27.8%
	Effective Target*	10.6%	10.7%
	Difference from Effective Target	+18.1	+17.1
English Language Learners (ELL)	John V. Lindsay Wildcat Academy Charter School	8.7%	8.5%
	Effective Target*	12.8%	12.9%
	Difference from Effective Target	-4.1	-4.4

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	John V. Lindsay Wildcat Academy Charter School	50.1%	N/A
	Effective Target*	77.9%	-
	Difference from Effective Target	-27.8	-
Students with Disabilities (SWD)	John V. Lindsay Wildcat Academy Charter School	40.2%	N/A
	Effective Target*	72.0%	-
	Difference from Effective Target	-31.8	-
English Language Learners (ELL)	John V. Lindsay Wildcat Academy Charter School	47.5%	N/A
	Effective Target*	67.4%	-
	Difference from Effective Target	-19.9	-

* John V. Wildcat Academy Charter School is located in two Community School Districts. Targets were calculated for each CSD in which the school is located based on total grades served and total enrollment; the figures shown above reflect the lower of the two CSD targets for each special population.

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	9-12	9-12
Enrollment	460	493
CSD(s)	2 (Grades 11-12) and 8 (Grades 9-10)	8 (Grades 9-10) and 2 (Grades 11-12)

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:

- John V. Lindsay Wildcat Academy Charter School will not replicate or expand; the school will continue with the approved charter to serve students in grades nine through twelve.