

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
2007 - 2008

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 2

Charter Entity New York City Office of the Chancellor

Head of School (Contact Person) Ron Tabano
(print name)

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

President, Board of Trustees Amalia Betanzos
(print name)

E-mail address and Phone Number of Board President 718-761-0556; villamanol@aol.com

I. PROGRESS TOWARDS GOALS

Section I: Student Assessment Data

Attached are the Tables as Mandated by New York State Education Department.

Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2007-08 Annual Report

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

Grades 3 – 8 State ELA Assessments Results

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

Grades 3 – 8 State Math Assessments Results

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

N/A: John V. Lindsay Wildcat Academy Charter School is a high school, grades 9 – 12 and thus does not have any test scores in grades 3 – 8.

New York State Assessment Results

Recent Exam	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
Comprehensive English	2007-08*	9	44.9	42.3	3.8	64	7.8	46.9	40.6	4.7	14	14.3	35.7	50	0
	2006-07	14.1	45.1	38	2.8	60	15	41.7	40	3.3	11	9.1	63.6	27.3	0
	2005-06	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
Math A	2007-08*	38	26.3	39.5	34.2	36	27.8	36.1	36.1	0	2	0	100	0	0
	2006-07	59	13.6	45.8	39	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	85	8.2	32.9	56.5	2.4	12	8.3	50	41.7	0
Math B	2007-08														
	2006-07														
	2005-06														
Global History & Geography	2007-08*	64	7.8	26.6	53.1	53	9.4	24.5	52.8	13.2	11	0	36.4	54.5	9.1
	2006-07	90	17.8	37.8	43.3	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	60	25	51.7	23.3	0	5	0	100	0	0
US History & Gov't.	2007-08*	58	3.4	8.6	72.4	46	2.2	6.5	73.9	17.4	12	8.3	16.7	66.7	8.3
	2006-07	91	13.2	35.2	47.3	72	11.1	36.1	48.6	4.2	19	21.1	31.6	42.1	5.3
	2005-06	84	21.4	38.1	40.5	76	21.1	38.2	40.8	0	8	25	37.5	37.5	0
Living Environ.	2007-08*	47	19.1	63.8	17	40	17.5	65	17.5	0	7	28.6	57.1	14.3	0
	2006-07	50	20	58	22	38	15.8	57.9	26.3	0	12	33.3	58.3	8.3	0
	2005-06	74	10.8	55.4	33.8	62	12.9	51.6	35.5	0	12	0	75	25	0
Phys. Setting/ Earth Sci.	2007-08														
	2006-07														
	2005-06														
Phys. Setting/ Chemistry	2007-08*	5	40	40	20	5	40	40	20	0	0	0	0	0	0
	2006-07														
	2005-06														
Phys. Setting/ Physics	2007-08														
	2006-07														
	2005-06														

*This number does not include any student who takes the exam in August 2008. These numbers will be updated for the Annual Report Addendum due to the Office of New Schools in October 2008.

New York State Assessment Results

	All Students				Students with Disabilities			
	Total Tested		% Scoring:		Total Tested		% Scoring at or above:	
	<54	55-64	65-84	>85	<54	55-64	65-84	>85
Comp. French								
2007-08								
2006-07								
2005-06								
Comp. German								
2007-08								
2006-07								
2005-06								
Comp. Hebrew								
2007-08								
2006-07								
2005-06								
Comp. Italian								
2007-08								
2006-07								
2005-06								
Comp. Latin								
2007-08								
2006-07								
2005-06								
Comp. Spanish								
2007-08*	9	0	55.6	44.4	8	0	50	50
2006-07	14	0	57.1	42.9	10	0	40	60
2005-06	10	0	20	80	9	0	22.2	77.8

*This number does not include any student who takes the exam in August 2008. These numbers will be updated for the Annual Report Addendum due to the Office of New Schools in October 2008.

New York State Assessment Results

	Recent Cohorts Year Total		All 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
Mathematics	2007-08*	16	25	0	75	0	100	0	15	26.7	0	73.3	0
	2006-07	14	28.6	0	71.4	0	0	0	14	28.6	0	71.4	0
	2005-06	17	0	0	100	0	0	0	13	0	0	100	0
Science	2007-08*	4	50	0	50	0	0	0	4	50	0	50	0
	2006-07	10	30	0	70	0	0	0	10	30	0	70	0
	2005-06	2	0	0	100	0	0	0	1	0	0	100	0
Reading	2007-08*	16	43.8	0	56.3	0	0	0	16	43.8	0	56.2	0
	2006-07	11	54.5	0	45.5	0	0	0	11	54.5	0	45.5	0
	2005-06	4	0	0	100	0	0	0	3	0	0	100	0
Writing	2007-08*	8	12.5	0	87.5	0	0	0	8	12.5	0	87.5	0
	2006-07	12	16.7	0	83.3	0	0	0	12	16.7	0	83.3	0
	2005-06	2	0	0	100	0	0	0	2	0	0	100	0
Global Studies	2007-08*	5	0	0	100	0	0	0	5	0	0	100	0
	2006-07	8	50	0	50	0	50	0	6	50	0	50	0
	2005-06	3	0	0	100	0	0	0	3	0	0	100	0
US History & Gov't.	2007-08*	6	83.3	0	16.7	0	0	0	6	83.3	0	16.7	0
	2006-07	14	71.4	0	28.6	0	100	0	13	69.2	0	30.8	0
	2005-06	4	25	0	75	0	50	0	2	50	0	50	0

*This number does not include any student who takes the exam in August 2008. These numbers will be updated for the Annual Report Addendum due to the Office of New Schools in October 2008.

** <55 = Failing; 65-84 = Passing

New York State Assessment Results

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

None of these tests were administered.

New York State Assessment Results

NYS English as a Second Language Achievement Test	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
Listening & Speaking (Gr. K-1)	2007-08															
	2006-07															
	2005-06															
Reading & Writing (Gr. K-1)	2007-08															
	2006-07															
	2005-06															
Listening & Speaking (Gr. 2-4)	2007-08															
	2006-07															
	2005-06															
Reading & Writing (Gr. 2-4)	2007-08															
	2006-07															
	2005-06															
Listening & Speaking (Gr. 5-6)	2007-08															
	2006-07															
	2005-06															
Reading & Writing (Gr. 5-6)	2007-08															
	2006-07															
	2005-06															
Listening & Speaking (Gr. 7-8)	2007-08															
	2006-07															
	2005-06															
Reading & Writing (Gr. 7-8)	2007-08															
	2006-07															
	2005-06															
Listening & Speaking (Gr. 9-12)	2007-08															
	2006-07															
	2005-06															
Reading & Writing (Gr. 9-12)	2007-08															
	2006-07															
	2005-06															

JVLWACS has no students in this category.

New York State Alternate Assessment Results

NYS Alternate Assessments	Year	All Students	% Scoring:			
			Total Tested	L1	L2	L3
Elementary Social Studies	2007-08					
	2006-07					
	2005-06					
Middle Level Social Studies	2007-08					
	2006-07					
	2005-06					
Secondary Level Social Studies	2007-08					
	2006-07					
	2005-06					
Secondary Level Science	2007-08					
	2006-07					
	2005-06					

JVLWACS has no students in these categories.

High School Completion Rates
(2007-08 is not complete until after the August 2008 session has ended)

	2007-08	2006-07	2005-06	2007-08	2006-07	2005-06	2007-08	2006-07	2005-06	2007-08	2006-07	2005-06	2007-08	2006-07	2005-06
	Number Of Students	Number Of Students	Number Of Students	Percent Of Graduates	Number Of Students	Percent Of Graduates									
Total Graduates	42	77	74	100%	33	66	78.6%	65	9	85.7%	11	14.3%	100%	11	14.3%
Rec'd. a Local Diploma	39	77	73	92.9%	31	66	73.8%	65	8	85.7%	11	14.3%	92.9%	8	19.0%
Rec'd. a Regents Diploma	2	0	0	4.8%	2	0	4.8%	0	0	0%	0	0%	4.8%	0	0%
Rec'd. a Regents Diploma w/Adv. Designation	0	0	0	0%	0	0	0%	0	0	0%	0	0%	0%	0	0%
Rec'd. IEP Diploma	1	0	0	2.4%	0	0	0%	0	1	0%	0	0%	2.4%	1	2.4%
To 4-Year College	3	10	7	7.1%	3	9	7.1%	7	0	0%	1	1.4%	7.1%	0	0%
To 2-Year College	23	39	44	54.8%	18	34	42.9%	45	5	11.7%	5	6.5%	54.8%	5	11.9%
To Other Post-Secondary	1	3	3	2.4%	0	3	0%	2	1	0%	0	0%	2.4%	1	2.4%
Dropped Out	68	135	157	NA	45	110	NA	23	23	NA	25	NA	NA	23	NA
Entered Approved HS Equivalency Prep Program	19	34	18	NA	14	27	NA	14	5	NA	7	NA	NA	5	NA
Total Non-Completers	87	169	175	NA	59	137	NA	28	28	NA	32	NA	NA	28	NA
	175	175	175	NA	157	157	NA	12	12	NA	12	NA	NA	12	NA

Other Student Assessment Data
2007-08

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

Name of Test: Scantron Diagnostic 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 ***
9-12	Sept. 2008	400	25	0	0	375	GLE	1-5: 46% 6-8: 38% 9-12: 17%	NA
9-12	June 2008	450	143	0	0	307	GLE	1-5: 43% 6-8: 39% 9-12: 18%	

* 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
2007-08

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

Name of Test: Scantron Diagnostic 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 ***
9-12	Sept. 2008	400	71	0	0	329	GLE	1-5: 50% 6-8: 45% 9-12: 5%	NA
9-12	June 2008	450	59	0	0	391	GLE	1-5: 44% 6-7: 49% 9-12: 7%	NA

* 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
2007-08

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

Name of Test: READ 180

Subtest: Total Reading

Grade	Date of Test (DOT)	# Enrolled in Class 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 ¹	June 2008	56	3	0	0	53	Prof. Level	<55 = 15% 55-64 = 0% 65-84 = 15% 85+ = 70%	NA

* 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."

¹ Only students who were identified as having a reading deficit are in the READ 180 class; therefore, not all students are tested on this system.

**Progress Toward Goals
2007-08**

Charter School Name: John V. Lindsay Wildcat Academy Charter School School Year: 07-08

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
Each year 80% of the students who take the NYS ELA Regents will score at or above the passing score.	SY 2007-08: 91% SY 2006-07: 85.9%	NYS ELA Regents Exam	Yes	
Students reading skills will increase by one (1) grade level per year.	Fall: 7 th Grade Spring: 8 th Grade	Scantron Diagnostic Performance Series; Reading subtest	Yes	
Each year 80% of the students who take the NYS Math Regents will score at or above the passing score.	SY 2007-08: 73.7% SY 2006-07: 86.4%	NYS Math Regents Exam	No: 2007-08 Yes: 2006-07	The goal was not met with only 73.7% of the students who took the exam passing. During the 2007-08 school year the units of study and interventions were completely revamped. It is quite likely that the staff need to strengthen the lessons and units. Action Plan: Math Faculty will continue to work with Hunter College on further refining the curriculum as well as mapping the curriculum through the use of TechPaths which will in turn align with the Assessment Builder program which in turn aligns with the NYS Learning Standards. This will allow staff to assess students throughout the year in order to inform instruction based on the

					academic needs of the students on a real time basis.
Each year 75% of the students who take the NYS Living Environment Regents will score at or above the passing score.	SY 2007-08: 80.9% SY 2006-07: 80%	NYS Living Environment Regents Exam	Yes		
Each year 80% of the students who take the NYS Global Studies Regents will score at or above the passing score.	SY 2007-08: 92.2% SY 2006-07: 82.2%	NYS Global Regents Exam	Yes		
Each year 80% of the students who take the NYS U.S. History Regents will score at or above the passing score.	SY 2007-08: 96.6% SY 2006-07: 86.8%	NYS U.S. History Regents Exam	Yes		
Students will achieve higher performance scores on the NYS Regents exams (ELA, Math, U.S. History, Global, Living Environment) when compared to citywide scores and the scores of similar schools	Data unavailable at this time	NYS Regents Exams: ELA, Math, U.S. History, Global Studies, Living Environment	DK		Neither the City nor State has published the results of the Regents for this year.
All students will have the opportunity to engage in internships throughout their enrollment.	100% of the students (other than the first semester for new students in the Bronx as per charter modification) had the opportunity to participate in internships.	Internship records and transcripts.	Yes		

Wildcat will have established relationships with at least 50 community organizations offering internship placements	92 companies are providing internship placement	Internship records and student participation	Yes	
Annually, at least 80% of the students will have participated in at least one internship site.	All students were assigned jobs, 48% successfully completed one.	Attendance and pay stubs	No	This year all the resources of the school were focused on charter renewal and the educational and AIS program and resources and staff were redistributed. These new strategies had an adverse effect on the internship program and will be completely modified for the SY2008-09. Action Plan: The first step is to develop an appropriate data tracking system which will be completed by September. Throughout the year there will be weekly meetings, including reports generated from the new system based on real time data, which will be attended by the four internship staff and be led by the CEO. In this manner issues can be dealt with and interventions can be applied immediately.
Annually, at least 75% of the students in internships will receive a positive evaluation.	96.9% of the students received a positive evaluation.	Evaluations by supervisor and internship staff	Yes	
Annually, Wildcat students will successfully complete three of the five Learning Context through the completion of academic assignments through the Internship Program	88.1% of the students successfully completed three or more of the Learning Contexts	Grading sheets	Yes	
95% of the students and staff will report satisfaction with the school	1 – 10 point scale: Teachers Academics 7.1	DOE staff and student satisfaction	Yes	

	<p>Communication 8.1 Engagement 9 Safety/Respect 8.6</p> <p>Students: Academics 7.7 Communication 8.6 Engagement 7.8 Safety/Respect 8.4</p> <p>68% attendance</p>	surveys		
<p>Attendance data will reflect 85% or better attendance.</p>		Daily attendance swipe	<p>No Manhattan: 79% Bronx: 61%</p>	<p>Students in the Bronx have fewer credits and thus are closer to the time they dropped out of school and as such, struggle with re-acclimating to the school environment. <u>Action Plan:</u> An Outreach Attendance Associate has been hired to immediately address absences. If a student is out for more than two days, the Associate will visit the home immediately. He is also reaching out to students who were long-term absences in 07-08 or who dropped-out. A Dean of Academics and Discipline is being hired for the Bronx to restructure the school's culture and environment to make it more attractive to students and to provide the support teachers need to be able to be effective educators in the classroom with these newly returned to school students.</p>
<p>Attendance data will be higher than citywide and similar school average. By 9/1/2005, Wildcat will install & maintain an automated system for</p>	<p>Data unavailable at this time</p> <p>Completed and reviewed by NYC DOE and NYSED</p>	DOE website	DK	
		Automated swipe system records	Yes	

recording daily attendance and will develop and implement appropriate policies and procedures in relation to that system	Wildcat will regularly calculate the attendance for the school for both academic and internship sites	Computed and submitted monthly to NYC DOE and NYSED for SY2006-07 and reported this year for NYC DOE report card.	attendance and policies and procedures filed with NYC DOE & NYSED	Yes	Automated swipe system
Percentage of students displaying inappropriate behavior, including disrespect, insubordination, and student-to-student harassment will decrease at the rate of 3%.	0% incidents	VADIR and number of suspensions	Yes	Yes	
85% of the parents report that they are an integral part of the success of the school.	92% of those who responded positively	NYC DOE parent satisfaction survey	Yes	Yes	
Annual audits of the financial management at JVL will be conducted by a certified independent public accounting firm, resulting in unqualified audit and positive management letter.	Positive Management Letter	The firm of Watson Rice conducted two unqualified audits	Yes	Yes	
JVL will meet or exceed annual budget targets each fiscal year and budgets will be submitted to NYSED and	Met annual budget targets based on year end reconciliation comparison actual to	Submitted budgets to auditor, NYSED, and	Yes	Yes	

<p>NYC DOE.</p>	<p>predicted</p>	<p>NYC DOE</p>	<p>Yes</p>	<p>Yes</p>
<p>JVL will meet all deadlines for federal, state, and local requirements, including an Annual Report</p>	<p>Submission dates documented through certified mail or email time</p>	<p>All submission dates were prior to or on due dates</p>	<p>Yes</p>	<p></p>
<p>JVL will maintain all student health records in a manner that is current and compliant with all existing rules and regulations.</p>	<p>99.5%</p>	<p>ATS data</p>	<p>Yes</p>	<p></p>

Section II

Charter School Student and Teacher Attrition Rates

**Charter School Student Attrition Rates
2007-08**

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

**Charter School Teacher Attrition Rates
2007-08**

	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	22	22	20
Number of Special Area Teachers	0	0	0
Total Number of Teachers	22	22	20
Total Number of Teachers Leaving	1	2	1
Total Percent Attrition	4.5%	9.1%	5%

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, 2008**

John V. Lindsay Wildcat Academy Charter School Annual Report SY2007-08

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 6/30/08**

Charter School Code:
310200860819

Charter School Name: John V. Lindsay Wildcat Academy Charter School	Phone: 212 209-6036
Contact Person: Ronald Tabano	

<u>REVENUES</u>	<u>SALARIES</u>	<u>EXPENDITURES</u>	<u>TOTAL</u>
		<u>OTHER</u>	
A. STATE SOURCES			
B. FEDERAL SOURCES	241,096		
C. PUBLIC SCHOOL DISTRICTS			
1. BASIC OPERATING REVENUES	5,080,501		
2. STATE AID-PUPILS WITH DISABILITIES	917,347		
3. FED. AID-PUPILS WITH DISABILITIES	123,540		
4. OTHER REV FROM PUB SCH DISTRICTS			
D. ALL OTHER REVENUES	164,665		
E. TOTAL REVENUES FROM ALL SOURCES	<u>\$ 6,527,149</u>		
S. ENROLLMENT	461		
T. EXPENDITURES PER PUPIL	14,009		
	(R/S)		
F. GENERAL ADMINISTRATION	\$ 342,914	\$ 115,501	\$ 458,415
G. INSTRUCTIONAL SUPERVISION	612,203	16,410	628,613
H. ALL OTHER INSTRUCTION	1,432,849	240,990	1,673,839
I. PUPIL SERVICES	633,475	204,049	837,524
J. PUPILS WITH DISABILITIES	221,928	46,192	268,120
K. TRANSPORTATION			-
L. COMMUNITY SERVICE			-
M. OPERATION & MAINTENANCE	63,549	1,455,463	1,519,012
N. EMPLOYEE BENEFITS			1,071,040
O. DEBT SERVICE			
P. SCHOOL LUNCH			
Q. CAPITAL EXPENSE			
R. GRAND TOTAL EXPENDITURES			<u>\$ 6,456,563</u>

**COMPLETED FORM SHOULD BE RETURNED
 NO LATER THAN AUGUST 1, 2008 TO:**

Signature: *Pearli Sahaly*
 Chief School Officer

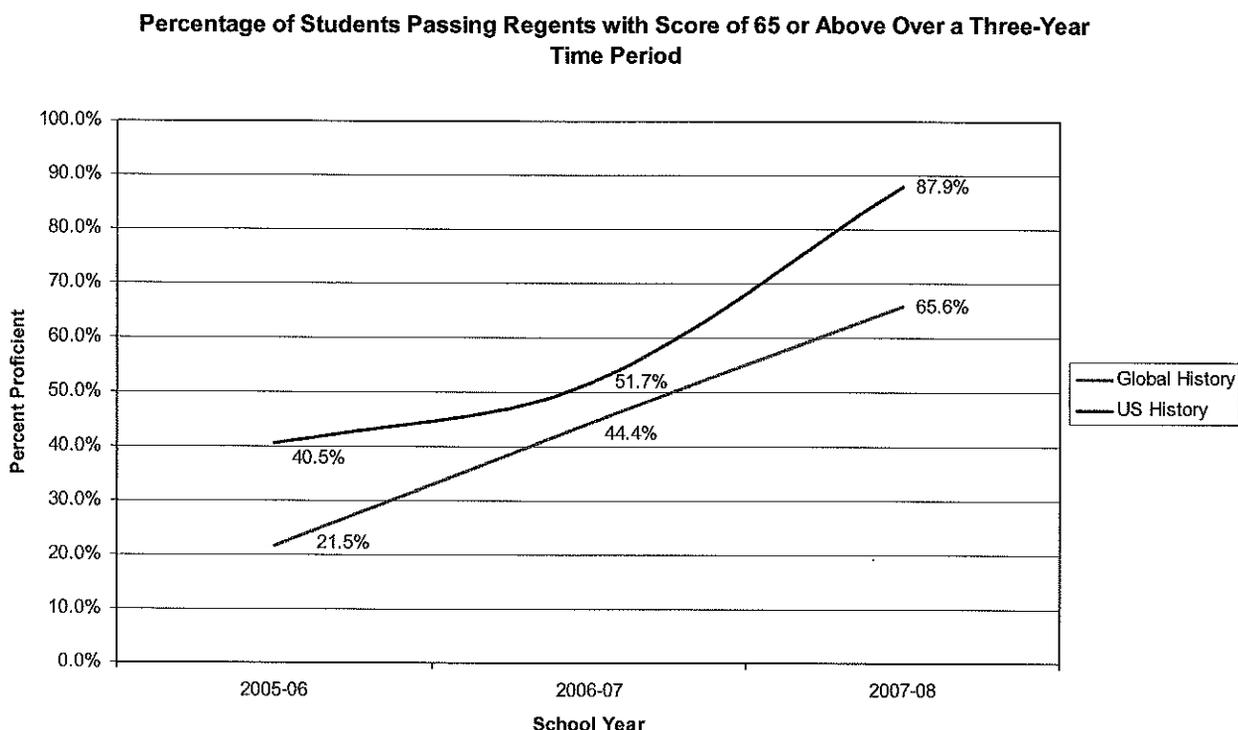
Date: 7/21/2008

II. Additional Evidence/Reflection on Progress Towards Goals

This year Wildcat made all goals with the exception of the 1) percentage of students passing the Math Regents exam; 2) number of students successfully completing an internship; and 3) attendance. Each section of the Accountability Report is discussed below and the overall strategies for interventions are outlined at the end of this section.

Regents Exams

The percent of students scoring as proficient on the ELA, Global History, and US History & Government Regents exams have shown vast improvement over the years. Wildcat students are older than the average high school student so they are still able to pass the exams with a 55 or higher. Even so, students this year are passing the Regents at 65 and over at a higher rate than previous years in both Global History and US History as can be seen in the following graph, a 300% percentage increase for Global and over 200% percentage increase for US History.



The results of the ELA regents continues to be good with 91% of the students taking the exam passing; however, over the next chartering period the goal will be to increase the number of students passing the exam at 65 or above. The percentage of students passing the Living Environment Regents was met, but the goal for the coming year will be to strengthen the science program as well.

As can be seen in the Regents Exam Chart in the prior New York State Assessment Results, IEP students do very well on the Regents exams in all core areas. Over the five subject areas over

the three year time period, IEP students had an average pass rate of 88.5% on the Regents Exam. Students do take the RCTs as well, but at a low percentage. Of the 354 exams administered in January and June, only 55 or 15.5% of these exams were RCT exams. Many IEP students at Wildcat will pass some of the Regents but will be struggling with one subject area and will take the corresponding RCT. Compared to the 25% of the student body that are identified as students with disabilities, 15.5% is low rate for RCTs.

The accountability percentage for math was missed by just over 4% points. Because August results were not included here, the hope is that this group of students will be much better and bring up the average. To make sure this happens, we have employed an extra math teacher to co-teach the math classes at the Manhattan campus to increase the number of students who both take and pass the exams. Further, specific students have been targeted for mathematic interventions and these students receive individual tutoring sessions.

Retention and Graduates

The school continues to graduate a consistent 70+ students. This year we are expecting over 40 to graduate in August, making the 2007-08 rate higher than usual. This year 21.4% of the graduates are students with disabilities (students with IEPs). While Wildcat now has 25% of its student population with IEPs this year, only two (2) IEP diplomas have been awarded over the last three years.

The drop-out rate has dropped drastically from 2005-06. There will be more students who leave by the end of August, but we have gone from 157 students dropping out in 2005-06, to 135 in 2006-07, to 68 so far this year. The attrition rate has gone from 46% to 28.6% to 20.9% this year. This is a huge improvement over the years.

Attendance Rate

The attendance rate goal is much higher than we will ever be able to achieve; however, it greatly increased this year particularly at the Manhattan campus with a rate of 79%. The Bronx is still struggling with 61% attendance.

Internship Program

Students did not do well in the Internship Program this year with only 48% of the students successfully completing a placement. This was probably due to the fact due to renewal and changes in the educational program drained resources from this program. This will change in the coming year.

Strategies for School Year 2008-09

Academics. During the school year, a new READ 180 teacher has been hired, additional student teachers from Hunter College will be co-teaching in the classrooms, the role of the school Social Worker has been restructured to support teachers more in the classrooms with students with learning disabilities, and SES monies will be used to provide tutoring for students in need of extra support. After meeting with parents the school, while offering tutoring in any situation a parent requests, will chose an SES provider to actually be based on site at the school during the school day to work with students one on one. Further, Wildcat was just awarded a \$1.9 million, 5-year 21st

Century After School grant that will allow the school to strengthen the after school program which will include focused tutoring, SAT prep, job development, as well as recreational activities.

Wildcat will continue their participation in the PICCS program which provides a number of academic supports including staff development and access to a data warehouse for the development of Individualized Academic Plans (IAPs) for all students. This will include assessment information which will be aligned to the New York State Learning Standards and the School's curriculum map through the use of the Performance Pathways Suite of programs (TechPath, Assessment Builder, and Tracker). Teachers will work together in Critical Friends Groups to further develop the units' plans across campuses. These strategies will increase the percentage of students passing the ELA and math regents exams and will increase the level of proficiency.

Retention, Attendance, Graduation, and the 9th Grade Cohort. There have been two new staff position created with Title monies: Outreach and Attendance Associate and Dean of Academics and Discipline. The Associate works with both campuses reaching out to students who have dropped out or who have had extensive absences. He has already found six "drop-outs" who have graduated and has copies of their diplomas. Further he has brought 5 students back to the school who had dropped-out last year. Starting with the new school year, he will track students who are absent more than three days by visiting their homes. The Dean is a retired principal with years of experience who will be charged with the responsibility of restructuring the Bronx campus. He will have oversight of students and teachers, instituting policies and procedures. These strategies together will not only affect the retention, attendance, and graduation but will eventually affect the number of students taking the Regents.

Internship Program. This summer a new software system will be developed by the in-house Data Base Administrator/Programmer. Using this new system we will be able to track student progress on job sites in real time. The Internship staff will meet with the CEO weekly to review the progress of students using real time data. Those students who are "fired" or for one reason or another do not attend an internship, will be expected to be at the school to attend tutoring sessions during their work week. We will refigure the cafeterias at both schools to create small group areas for those students to receive extra help in those subject areas that are identified as needing improvement.

All other goals were met and the School was renewed for another three years on July 29, 2008.

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
Signature and Date

Johnnie Hugue
Notary Public Signature and Seal

JOHNNIE HUGEE
Notary Public, State of New York
No. 01HU6129886
Qualified in Kings County
Commission Expires July 05, 20 09

Amalia V. Betanzos
Print Name, President, Board of Trustees

Amalia V. Betanzos
Signature and Date

Johnnie Hugue
Notary Public, Signature and Seal

JOHNNIE HUGEE
Notary Public, State of New York
No. 01HU6129886
Qualified in Kings County
Commission Expires July 05, 20 09