

New York State Charter School Report Card Comprehensive Information Report

BEDS Code: 31-02-00-86-0819

Grade Range : 8-12

Name: John V. Lindsay Wildcat Academy Charter School

Principal: Ronald Tabano

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	62
Ninth	32	45	73
Tenth	46	62	179
Eleventh	37	57	41
Twelfth	36	24	56
Ungraded Secondary	0	0	0
Total K-12 Enrollment	151	188	411

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	1.3%	2	1.1%	1	0.2%
Black (Not Hispanic)	93	61.6%	105	55.9%	204	49.6%
Hispanic	52	34.4%	78	41.5%	193	47.0%
White (Not Hispanic)	4	2.6%	3	1.6%	13	3.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	NA	NA	NA
Common Branch	NA	NA	NA
English Grade 8	NA	NA	NA
Mathematics Grade 8	NA	NA	NA
Science Grade 8	NA	NA	NA
Social Studies Grade 8	NA	NA	NA
English Grade 10	NA	NA	NA
Mathematics Grade 10	NA	NA	NA
Science Grade 10	NA	NA	NA
Social Studies Grade 10	NA	NA	NA

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
7	This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

Similar School Group and Description

Similar School Group	Description
42	All schools in this group are secondary level schools in large cities other than New York City. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	120	79.5%	164	87.2%	353	85.9%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		88.4%		88.2%		88.2%
Student Suspensions	0	0.0%	0	0.0%	0	0.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.3%	0.0%	6.6%
Public Assistance	81-90%	81-90%	61-70%
Student Stability	0%	75%	89%

Staff Counts

Staff	2002–2003
Total Teachers	21
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	NA
Teachers with Temporary Licenses	NA

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	0	0	0%	0	0	0%	44	0	0%
Students with Disabilities	0	0	0%	0	0	0%	5	0	0%
All Students	0	0	0%	0	0	0%	49	0	0%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	8	20	0	4	17	0
Percent	16%	41%	0%	8%	35%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
5	0	0	5

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	10	6.6%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	10	6.6%	0	0.0%	0	0.0%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	57%	3	#	4	#
Science	16	100%	28	100%	10	100%
Reading	1	#	1	#	0	0%
Writing	3	#	1	#	0	0%
Global Studies	44	86%	16	100%	5	100%
U.S. Hist & Gov't	34	91%	22	100%	7	100%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	6	100%
Science	0	0%	7	100%	5	100%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	1	#	1	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	64	76	54	1	7	0
Number Scoring 55–100	61	76	54	#	7	0
Number Scoring 65–100	33	44	42	#	4	0
Number Scoring 85–100	0	4	7	#	1	0
Percentage of Tested Scoring 55–100	95%	100%	100%	#	100%	0%
Percentage of Tested Scoring 65–100	52%	58%	78%	#	57%	0%
Percentage of Tested Scoring 85–100	0%	5%	13%	#	14%	0%
Mathematics A						
Number Tested	0	25	49	0	3	2
Number Scoring 55–100	0	24	49	0	#	#
Number Scoring 65–100	0	10	18	0	#	#
Number Scoring 85–100	0	6	1	0	#	#
Percentage of Tested Scoring 55–100	0%	96%	100%	0%	#	#
Percentage of Tested Scoring 65–100	0%	40%	37%	0%	#	#
Percentage of Tested Scoring 85–100	0%	24%	2%	0%	#	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	0	37	28	0	5	3
Number Scoring 55–100	0	36	28	0	4	#
Number Scoring 65–100	0	30	13	0	3	#
Number Scoring 85–100	0	13	1	0	2	#
Percentage of Tested Scoring 55–100	0%	97%	100%	0%	80%	#
Percentage of Tested Scoring 65–100	0%	81%	46%	0%	60%	#
Percentage of Tested Scoring 85–100	0%	35%	4%	0%	40%	#
U.S. History and Government (first administered June 2001)						
Number Tested	3	36	33	0	4	2
Number Scoring 55–100	#	36	33	0	#	#
Number Scoring 65–100	#	28	12	0	#	#
Number Scoring 85–100	#	11	0	0	#	#
Percentage of Tested Scoring 55–100	#	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	#	78%	36%	0%	#	#
Percentage of Tested Scoring 85–100	#	31%	0%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	0	1	21	0	0	1
Number Scoring 55–100	0	#	21	0	0	#
Number Scoring 65–100	0	#	14	0	0	#
Number Scoring 85–100	0	#	0	0	0	#
Percentage of Tested Scoring 55–100	0%	#	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	#	67%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	0	7	2	0	0	0
Number Scoring 55–100	0	7	#	0	0	0
Number Scoring 65–100	0	1	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	14%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		5	1		0	0
Number Scoring 55–100		5	#		0	0
Number Scoring 65–100		2	#		0	0
Number Scoring 85–100		0	#		0	0
Percentage of Tested Scoring 55–100		100%	#		0%	0%
Percentage of Tested Scoring 65–100		40%	#		0%	0%
Percentage of Tested Scoring 85–100		0%	#		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	7	13	0	0	2	0
Number Scoring 55–100	7	13	0	0	#	0
Number Scoring 65–100	7	9	0	0	#	0
Number Scoring 85–100	6	6	0	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	69%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	86%	46%	0%	0%	#	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	3	3	3	3	3	3	6	6	6
Number Scoring 55–64	#	#	#	#	#	#	0	0	0
Number Scoring 65–84	#	#	#	#	#	#	1	0	1
Number Scoring 85–100	#	#	#	#	#	#	0	1	0
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)