



Office of School Design and Charter Partnerships
2014-2015

JOHN W. LAVELLE PREPARATORY CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

John W. Lavelle Preparatory Charter School	
Authorized Grades	Grades 6-12
Authorized Enrollment	510
School Opened For Instruction	2009-2010
Charter Term Expiration Date	June 30, 2018
Last Renewal Term Type	Full Term (4.5 years)

School Information for the 2014-2015 School Year

John W. Lavelle Preparatory Charter School	
Board Chair(s)	William Henri
School Leader(s)	Christopher Zilinski
District(s) of Location	NYC Community School District 31
Borough(s) of Location	Staten Island
Physical Address(es)	1 Teleport Drive, Staten Island, NY 10311
Facility Owner(s)	Private
School Type	Middle/High School
Grades Served 2014-2015	Grades 6-11
Enrollment in 2014-2015*	442
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	Grade 6
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grade 7
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	335 (Grade 6), 65 (Grade 7)
Number of Students Accepted via the Charter Lottery	137 (Grade 6), 25 (Grade 7)
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	Yes
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

* 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/planning/charters/Directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
College Focus	John W. Lavelle Preparatory Charter School (Lavelle Prep) provides information to its students about colleges, courses and admission requirements, and employs a college counselor to assist students in navigating and exploring college options. Lavelle Prep facilitates college visits and invites admissions representatives to its building. Students take the CUNY admissions exam. Learning opportunities include College Now & classes at St. Paul's Nursing School.
Inclusion	Lavelle Prep welcomes all students, including those with learning, emotional and social struggles. Approximately 40% of students have Individualized Education Programs (IEPs) and all class lessons are fully integrated. Students receive differentiated instruction based on specific needs. The Special Education department works closely with parents and the Committee on Special Education (CSE) to ensure each student's needs are being met. Within integrated classrooms, there is daily differentiated instruction, progress monitoring, and teacher assistant support.
Technology	Students have access to technology in all classes. Each student receives a laptop and high school students have tablets, which are utilized in their daily instruction. Smart boards, mimeos and projectors are in each classroom and are used in each class. Each student has a Google email account and teachers use Google Classroom. Lavelle Prep uses an assortment of interactive academic interventions including i-Ready, Scantron, TeenBiz3000, Khan Academy, Quill, and NewsELA. The school employs a full time IT Manager.
Data Driven Instruction	Lavelle Prep's data is drawn from a variety of assessments and is utilized to guide instruction, measure student performance, and monitor staff performance. Student performance data is used as feedback to teachers and administrators on the effectiveness of curriculum and instruction in individual classrooms and across grade levels, as well as to identify students in need of additional instructional support within classrooms and beyond—e.g. tutoring, after-school program, Saturday and Career School.
Wellness	The Lavelle Prep Wellness Curriculum is a unique and essential ingredient of the school's design, fostering academic engagement and growth. The Wellness Curriculum focuses on strategies that enable students to succeed at Lavelle Prep, in college, and in life. Wellness enables students to achieve this by equipping students with the tools (attitudes, knowledge, and skills) to enable them to effectively manage challenges that confront them in their lives and to live, work, learn and participate fully in their communities.
Advancements/ Individualized Differentiated Student Instruction	Students testing below grade level in reading and/or math skills receive supplemental instruction during four weekly "Advancement" periods. The Lavelle Prep Targeted Literacy Program rooted in the Orton Gillingham method is used for ELA. Programs such as i-Ready & Learnzillion accelerate the development of struggling math students. These employ the sheltered instruction pedagogy. Advanced students are provided with stretch activities and leveled instruction/assignments to maintain engagement and achievement.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Grade 6	130	8
Grade 7	137	8
Grade 8	97	6
Grade 9	33	2
Grade 10	32	2
Grade 11	13	1
Grade 12	N/A	N/A
Total Enrollment	442	27

* 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 a 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

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts		
	2012-2013	2013-2014
John W. Lavelle Preparatory Charter School	13.1%	14.8%
CSD 31	30.5%	33.8%
Difference from CSD 31 *	-17.4	-19.0
NYC	24.8%	27.0%
Difference from NYC *	-11.7	-12.2
New York State **	31.1%	30.6%
Difference from New York State	-18.0	-15.8
% Proficient in Mathematics		
	2012-2013	2013-2014
John W. Lavelle Preparatory Charter School	19.8%	28.4%
CSD 31	29.9%	34.9%
Difference from CSD 31 *	-10.1	-6.5
NYC	26.5%	28.9%
Difference from NYC *	-6.7	-0.5
New York State **	31.1%	36.2%
Difference from New York State	-11.3	-7.8

* All comparisons to either the CSD or NYC take into account only grades the school itself served.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
John W. Lavelle Preparatory Charter School - All Students	59.0%	63.5%
Peer Percent of Range - All Students	34.8%	49.3%
City Percent of Range - All Students	31.1%	50.4%
John W. Lavelle Preparatory Charter School – School's Lowest Third	82.0%	78.5%
Peer Percent of Range - School's Lowest Third	52.6%	44.8%
City Percent of Range - School's Lowest Third	59.0%	56.4%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
John W. Lavelle Preparatory Charter School - All Students	68.0%	72.0%
Peer Percent of Range - All Students	62.3%	79.0%
City Percent of Range - All Students	65.6%	77.3%
John W. Lavelle Preparatory Charter School – School's Lowest Third	78.0%	85.0%
Peer Percent of Range - School's Lowest Third	51.0%	80.5%
City Percent of Range - School's Lowest Third	60.6%	86.5%

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.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	57.8%	47.9%
English Language Learner Students	46.7%	53.3%
Students in the Lowest Third Citywide	64.9%	52.1%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	59.3%	66.0%
English Language Learner Students	40.0%	80.0%
Students in the Lowest Third Citywide	59.4%	68.8%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

John W. Lavelle Preparatory Charter School enrolled its first class of ninth grade students beginning in the 2012-2013 school year; this cohort of students is expected to graduate at the conclusion of the 2015-2016 school year. As a result, data on high school graduation rates is not yet available, including closing the achievement gap data for the school's high school grades.

Credit Accumulation

% 1st-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
John W. Lavelle Preparatory Charter School	95.7%	73.0%
Peer Percent of Range	100.0%	39.1%
City Percent of Range	90.5%	39.5%
% 2nd-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
John W. Lavelle Preparatory Charter School	-	100.0%
Peer Percent of Range	-	100.0%
City Percent of Range	-	100.0%
% 3rd-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
[Charter School]	-	-
Peer Percent of Range	-	-
City Percent of Range	-	-

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.

Regents Pass Rates

John W. Lavelle Preparatory Charter School		
	2012-2013	2013-2014
Integrated Algebra	81.0%	58.3%
Algebra 2 / Trigonometry	-	-
Comprehensive English	-	-
U.S. History	75.0%	41.4%
Chemistry	-	-
Physics	-	-
Living Environment	95.0%	-
Language Other Than English	-	-

Progress Towards Attainment of Academic Goals in 2013-2014²

Academic Goals		
Charter Goals		2013-2014
1.	Each year, 75% of sixth through eighth grade students who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the NYS ELA Exam.	Not Met
2.	Each year, 75% of sixth through eighth grade students who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the NYS Math Exam or 65% or higher on the NYS Regents Algebra Exam.	Not Met
3.	Each year, 75% of sixth through eighth grade students who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the NYS Science Exam or 65% or higher on the NYS Regents Science Exam.	Not Met
4.	Each year, 75% of high school students who have been enrolled at the school for at least two consecutive years will pass the NYS Regents Math Exam.	Not Met
5.	Each year, 75% of high school students who have been enrolled at the school for at least two consecutive years will pass the NYS Regents Social Studies Exam.	Not Met
6.	Each year, 75% of high school students who have been enrolled at the school for at least two consecutive years will pass the NYS Regents Science Exam.	Not Met
7.	Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS ELA Exam (baseline) and 75% at or above Level 3 on the current year's NYS ELA Exam. If the percentage of students scoring above proficiency in a grade level cohort exceeded 75% on the previous year's ELA Exam, the school is expected to demonstrate growth in the current year.	Not Met
8.	Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS Math Exam (baseline) and 75% at or above Level 3 on the current year's NYS Math Exam. If the percentage of students scoring above proficiency in a grade level cohort exceeded 75% on the previous year's Math Exam, the school is expected to demonstrate growth in the current year.	Not Met
9.	Each year, 75% of high school students will accumulate 10 or more credits each year towards graduation. The school will report this each September by submitting a report of student credit accumulation from the previous school year.	Met
10.	Each year, the percent of students performing at or above Level 3 on the NYS ELA Exam in each tested grade will exceed the average performance of students tested in the same grades of the Community School District in which the school is located.	Met
11.	Each year, the percent of students performing at or above Level 3 on the NYS Math Exam in each tested grade will exceed the average performance of students tested in the same grades of the Community School District in which the school is located.	Met
12.	Each year, the school will receive a 'B' or higher on the Student Progress section of the NYC DOE Progress Report.	N/A
13.	Each year, the school will be deemed "In Good Standing."	Met
14.	Each year, the school will have a daily student attendance rate of at least 85%. We expect that students who have been enrolled at the school for at least two consecutive years will make progressive progress toward a 95% attendance goal, reducing days absent, beginning in Year 3, by 25% from the previous year.	Met

² Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that, 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.

Self-Reported Responsive Education Program & Learning Environment³

Curriculum Changes and/or Adjustments

- The school reported making the following adjustments and changes in the 2014-2015 school year:
 - Emphasized Algebra in the sixth grade;
 - Emphasized the use of short non-fiction supporting texts in all classes;
 - In English Language Arts, shifted away from multiple novels, to a mix of songs, poems, articles, and short stories infused with a central thematically aligned novel;
 - Used the i-Ready intervention;
 - Implemented a uniform lesson plan template; and
 - Used an "advancement" model of intervention.

Interim Assessments

- Assessments used at the school include the following:
 - Teenbiz3000 Levelset Assessment;
 - Scantron Performance Series;
 - I-Ready assessment;
 - Previous Regents Exams;
 - I-Ready Digital Assessment; and
 - Teacher Made Assessments.

Approach to Data Driven Instruction

- The school has a Data Coordinator on staff, as well as teachers assigned to additional data roles.
- Coaches and leaders meet weekly to analyze data and develop ways to use the information to foster change.
- Professional Development sessions are devoted to analyzing a data set and working on an improvement plan.
- The school has worked with community partners to develop a database of student assessments (Performance Plus) so that teachers can access a wealth of information about their students.
- Students manage their "I Can" statements, which enables the students to track their own progress.
- Administration meets regularly with stakeholders, ranging from teachers to parents to board members, to analyze different data sets.

Philosophy on Special Education and English Language Learner Service Provision

- The school provides a college preparatory education to all students and welcomes students with emotional challenges, students with disabilities and English Language Learner (ELL) students, and integrates all students in its classes and activities.
- Full integration of students empowers them to break down barriers through their daily academic and social experience, enabling them to develop the academic skill, emotional fluency, and confidence required to be successful students and thoughtful, open-minded leaders in the future.
- Students are supported through an innovative model which incorporates fully integrated classes, dually certified teachers, classroom teacher assistants, and additional teacher push-in support services.
- The school has multiple ELL teachers who provide support for ELL students who are at the beginning or intermediate stages of language acquisition.
- The school's class model includes a maximum number of 17 students and instruction from a teacher certified in both special education and content with support from a teacher assistant for at least 22.5 hours per week.
- Students receive related services and English as a New Language services within the classroom whenever possible.
- All students, including students who receive special education supports, are expected to meet standard promotional criteria.

³ Self-reported information from school-submitted ACR self-evaluation form on May 1, 2015.

- The school believes that the combination of small class size, enriched staffing, and 21st century technology are essential in helping each student reach their individualized academic and behavioral goals which are designed to push them a step further towards college preparedness.

Professional Development Opportunities

- The following professional development opportunities were provided to teachers:
 - Individualized Education Program (IEP) Training;
 - Danielson Training;
 - Leadership Training provided in collaboration with Wagner College;
 - Math Training Provided in Collaboration with The College of Staten Island
 - ELA Training Achieve 3000;
 - Performance Plus Training;
 - Scantron Training;
 - Growth Mindset vs. Fixed Mindset;
 - Integrated Literacy; and
 - The Importance of Questioning in the Classroom.

Teacher Evaluation

- The school currently has an approved Annual Professional Performance Plan (APPR).
- Teachers are evaluated on a 100 point scale; 60 points are awarded based on observations, 40 points are awarded based on student growth (20 points from State exams and 20 points from a local component).
 - Observations are conducted using the Danielson Framework.
 - Teachers receive up to three observations over the course of the year that contributes to their final score.
 - Domain 1 of the framework is worth 10 points and reflects planning and preparation.
 - Domains 2 and 3 are worth 20 points each. Domain 2 reflects classroom environment. Domain 3 reflects instruction.
 - Domain 4 is worth 10 points and reflects professional responsibilities.
- The State component is largely focused on high stakes state exams such as the NYS Math and ELA exams and NYS Regents exams.
- Where appropriate, state approved third party assessments are used.
- For the local component, the same exams are used for the data point, but the performance of targeted groups, such as students with IEPs, are employed to determine the final score.

Differentiated Instruction

- Classroom teachers provide differentiated instruction in content, process, and products.
 - The first steps involved in differentiating include individual teachers and cohorts of teachers reviewing student data and identifying areas of strength and weakness.
 - Teachers are then asked to prepare rigorous academic instruction for their students based on their individual needs.
- Students have portfolios which include accomplishments/achievements based on their academic goals.
- Differentiation methods commonly used include, but are not limited to:
 - Offering manipulatives to students;
 - Tiered activities allowing students to work on key content with support;
 - Differentiated texts; and
 - Meeting with small groups to extend thinking and focus on deeper learning. For example, thinking critically and solving complex problems, communicating effectively, working collaboratively, etc.
- The school incorporated computer-based programs into the curriculum such as Achieve3000, i-Ready, Classroom Inc., and IXL. These programs assess students and provide activities based on each student's skill level.

- Another central piece of the school's differentiation strategy are the school's Advancement Classes. Students are assessed on their Math and ELA skills and are then grouped in these classes based on common needs.

Adjustments Based on 2013-2014 Data

- The school did not describe any school-level adjustments other than those noted in the 'Curriculum Changes and/or Adjustments' section titled Self-Reported Responsive Education Program & Learning Environment.

Learning Environment

- The John W. Lavelle Preparatory Charter School provides a rigorous college preparatory education that equips and empowers students for success. The school expects all students to graduate with a foundation to attend and succeed in college and in life.
- It is the school's philosophy to welcome all students, including those living with emotional challenges, and integrates all students in its classes and activities
- The school believes that by fostering both the academic and emotional growth of all students, the school will serve as an innovative, holistic educational model for other high-performing schools.
- Students follow the SLANT acronym (Sit up straight, Listen, Answer questions, Nod your head, Track the speaker) and middle school students earn points in every class. Five points can be earned per class period; these points include: Listening and Considerate, On Task, In Seat, Being Prepared, and On Time. The points can be used through the school year at the point store for rewards such as snacks, pens, pencils, dress down passes, or have lunch with a teacher.
- The high school athletic department currently offers 31 sports for both boys and girls. These sports are sanctioned by the Public School Athletic League (PSAL) and require every student athlete to remain in good academic standing.

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. Principal	Christopher Zilinski	6
2. Vice Principal of Academic Affairs	Evelyn Finn	6
3. Vice Principal of Academic Affairs	Howard Lucks	3
4. President	Kenneth Byalin	6
5. Director of Operations	Dana Volini	5

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. Sheldon Blackman	Treasurer - <i>Finance and Audit, Executive</i>	Yes
2. Joseph Carroll	Board member - <i>Governance and Nominating</i>	Yes
3. Richard Fragiacommo	Board member <i>Finance and Audit</i>	Yes
4. William Henri	Chairman - <i>Finance and Audit, Executive, Governance and Nominating</i>	Yes
5. Susan Lavelle	Vice Chair - <i>Executive</i>	Yes
6. Lily McNair	Board member	Yes
7. Deborah Miller	Secretary - <i>Executive, Governance and Nominating</i>	Yes
8. Dolores Morris*	Board member	Yes
9. Doris Schueler	Board member - <i>Education and Accountability</i>	Yes
10. Dirk Tillotson	Board member	Yes
11. Eleni Tournaki	Board member	Yes

* Dolores Morris resigned from the Board of Trustees of John W. Lavelle Preparatory Charter School on February 25, 2015.

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. Executive	Yes	Yes, attendance roster
2. Finance and Audit	Yes	Yes, attendance roster
3. Governance and Nominating	Yes	Yes, attendance roster
4. Education and Accountability	Yes	Yes, attendance roster

School Climate & Community Engagement

John W. Lavelle Preparatory Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	4.7%
Instructional Staff Turnover (School Year 2014-2015)**	1.3%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	1
Does the School have a Parent Organization?	No
<ul style="list-style-type: none"> If Yes, how many times did it meet? 	N/A
<ul style="list-style-type: none"> If Yes, how many parents attended these meetings? 	N/A
Average Daily Attendance Rate (School Year 2013-2014)***	94.0%

* 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 taken from ATS.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		John W. Lavelle Preparatory Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	57%	55%	62%
	Most students at my school treat each other with respect.	41%	39%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	75%	66%	79%
Parents	I feel satisfied with the education my child has received this year.	97%	95%	95%
	My child's school makes it easy for parents to attend meetings.	96%	90%	94%
	I feel satisfied with the response I get when I contact my child's school.	97%	95%	95%
Teachers	Order and discipline are maintained at my school.	89%	90%	80%
	The principal at my school communicates a clear vision for our school.	97%	98%	88%
	School leaders place a high priority on the quality of teaching.	100%	100%	92%
	I would recommend my school to parents.	92%	90%	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 W. Lavelle Preparatory Charter School	99%	95%
	NYC	83%	83%
Parents	John W. Lavelle Preparatory Charter School	67%	73%
	NYC	54%	53%
Teachers	John W. Lavelle Preparatory Charter School	97%	98%
	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)	34 days	Weak
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)	0.00	Weak
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)	0.94	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 years?	Value should be greater than 0.00	1.29	Strong
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	-0.18	Weak
Ratios	Debt to Asset Ratio	Ratio should be less than 1.00	1.10	Weak
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	3.83	Strong
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$307,230	Strong
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$385,922	Strong

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	10
Number of Board Members Required per the Bylaws	5
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	1
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**	7 / 12

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

** Section 2851(2)(c) of the NYS Charter Schools 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 ⁴	No
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	Yes
Immunization Record ⁵	Yes
Insurance	No
Lottery	Yes
Annual Report Submitted to SED	Yes
Financial Audit Posted	Yes

⁴ The NYS 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.

⁵ 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:
75	8	10.7%	75	100.0%	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)	Yes	Yes
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: 8 (2%)	

Enrollment and Retention Targets⁶

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.

⁶ 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 W. Lavelle Preparatory 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 W. Lavelle Preparatory 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 higher 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) ⁷	John W. Lavelle Preparatory Charter School	84.9%	84.4%
	Effective Target	60.9%	59.7%
	Difference from Effective Target	+24.0	+24.7
Students with Disabilities (SWD)	John W. Lavelle Preparatory Charter School	37.1%	37.8%
	Effective Target	17.0%	16.7%
	Difference from Effective Target	+20.1	+21.1
English Language Learners (ELL)	John W. Lavelle Preparatory Charter School	4.5%	5.0%
	Effective Target	5.3%	5.2%
	Difference from Effective Target	-0.8	-0.2

⁷ The school used a private vendor for lunch services for the 2013-2014 and 2014-2015 school years. As a result, the percentage of students receiving Free or Reduced Price Lunch in the above table may not accurately capture all students who were eligible for the program. Please note that the above figures are based on the NYSED methodology as of April 1, 2015 for calculating enrollment of special populations and utilize the NYC DOE’s Automate the Schools (ATS) records.

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	John W. Lavelle Preparatory Charter School	69.1%	N/A
	Effective Target	86.1%	-
	Difference from Effective Target	-17.0	-
Students with Disabilities (SWD)	John W. Lavelle Preparatory Charter School	65.7%	N/A
	Effective Target	81.2%	-
	Difference from Effective Target	-15.5	-
English Language Learners (ELL)	John W. Lavelle Preparatory Charter School	88.2%	N/A
	Effective Target	71.4%	-
	Difference from Effective Target	+16.8	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	6-10	6-11
Enrollment	377	442
CSD(s)	31	31

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 school has applied to the NYC DOE to merge with New Ventures Charter School, an education corporation authorized by the New York State Education Department (NYSED). Conditional on the merger application being approved, the school would thereafter be authorized NYSED.

Please note that the school's identification of future plans as presented above does not construe approval by the NYC DOE of the merger application and revision. The information presented above is for informational purposes only; it reflects proposed, not approved, future plans of the school. A formal material charter revision request would need to be submitted as appropriate, consistent with the NYC DOE's timelines and requirements, as the charter authorizing entity.