



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report
for John W. Lavelle Preparatory Charter
School

SCHOOL YEAR 2015-16

NEW YORK CITY DEPARTMENT OF EDUCATION
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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEResources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

John W. Lavelle Preparatory Charter School (“Lavelle Prep”) is a middle and high school located in the borough of Staten Island. The school is located in a private space in Community School District 31.¹

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Principal Christopher Zilinski, who has been at the school for 7 years; President Kenneth Byalin, who has been at the school for 7 years; Assistant Principal of Operations Dana Volini, who has been at the school for 6 years; and Assistant Principal of Special Education Theresa Cotroneo, who has been at the school for 5 years.

SCHOOL HIGHLIGHTS

Lavelle Prep is committed to providing a college preparatory education to all students, but especially seeks to serve students with emotional needs.

In 2015-16, Lavelle Prep is graduating its first cohort of seniors; all 12 seniors will be graduating with a Regents diploma.

The school has an educational partnership with St. Paul’s Nursing College that allows interested Lavelle Prep students to take college level electives and receive important job-related skills. The partnership will also provide students with the potential to earn an associate degree in the health field.

School leadership reports that while many students enter Lavelle Prep well below grade level proficiency, early evidence is that by the time they graduate the school has helped close the achievement gap and prepare them for college.

To help address the academic deficits with which incoming middle school students enter Lavelle Prep, the school has begun its own middle school after-school program. It has also been working with instructional staff through its professional development program to improve the quality and depth of student discussion and move overall instruction to a deeper, more engaging inquiry approach.

¹ According to NYC DOE Location Code Generation and Management System.

CURRENT SCHOOL SNAPSHOT

John W. Lavelle Preparatory Charter School	
DBN	84R067
President	Dr. Kenneth Byalin
School Leader(s)	Christopher Zilinski
Board Chair(s)	William Henri
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	31
Physical Address(es)	1 Teleport Drive, Staten Island, NY 10311
Facility Owner(s)	Private
Enrollment ²	494
Grades Served	6-12

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. William Henri	Chairman	Executive; Governance & Nominating; Finance & Audit	7	5/7
2. Susan Lavelle	Vice-Chair	Executive	7	7/7
3. Sheldon Blackman	Treasurer	Executive; Finance & Audit	7	5/7
4. Deborah Miller	Secretary	Executive; Governance & Nominating	7	4/7

² According to ATS data as of October 14, 2015.

³ The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

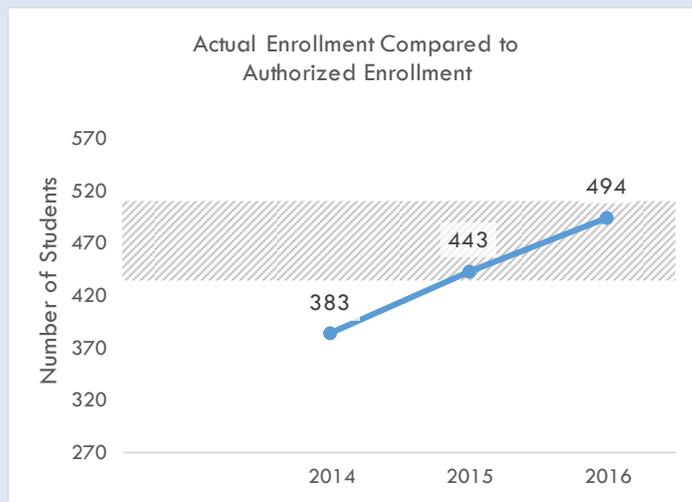
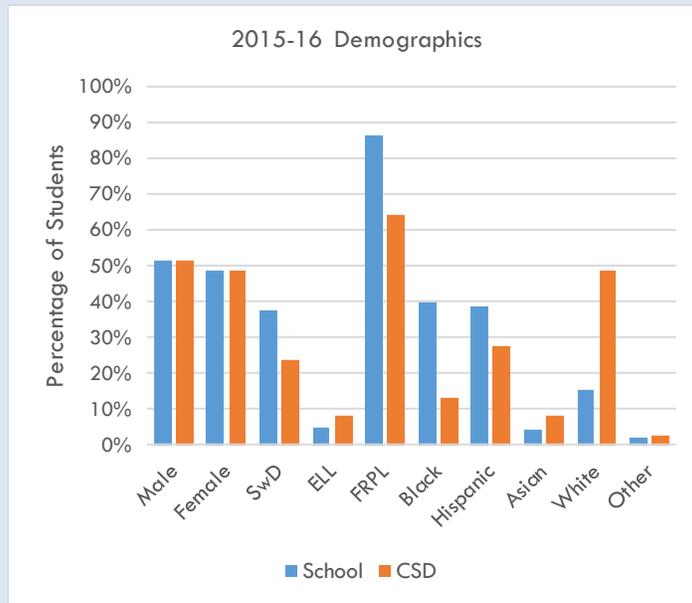
5.	Joseph Carroll	Trustee	Governance & Nominating	7	6/7
6.	Richard Fragiacomio	Trustee	Finance & Audit	7	6/7
7.	Lily McNair	Trustee	N/A	3.5	1/7
8.	Doris Schueler	Trustee	Education; Accountability	7	5/7
9.	Dirk Tillotson	Trustee	N/A	3.5	5/7
10.	Eleni Tournaki	Trustee	N/A	7	4/7

CHARTER AUTHORIZATION PROFILE

John W. Lavelle Preparatory Charter School	
School Opened For Instruction	2009-2010
Date of First Renewal	2013-2014
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2018
Current Authorized Grade Span	6-12
Current Authorized Enrollment	510

John W. Lavelle Preparatory Charter School was renewed for a full five year term in the 2013-14 academic year with no conditions.

ENROLLMENT AND DEMOGRAPHICS



Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1 - 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 results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

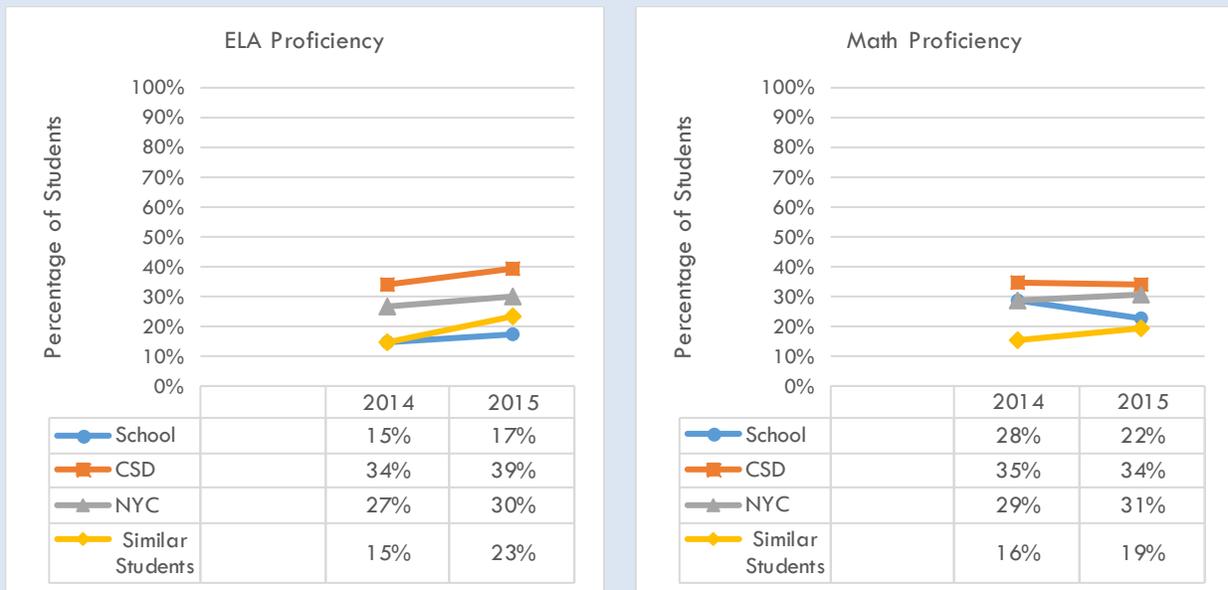
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁴

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix E.⁵ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁶

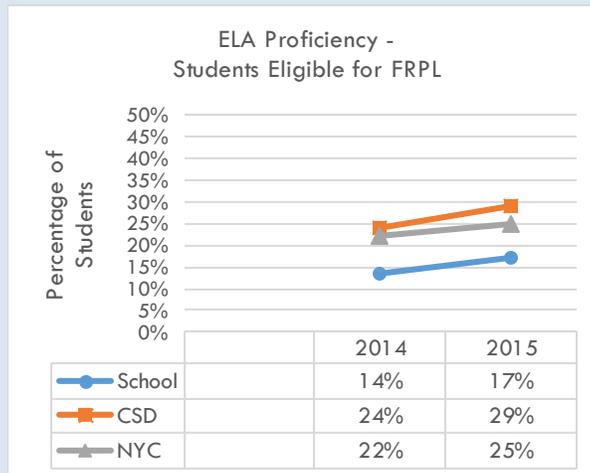
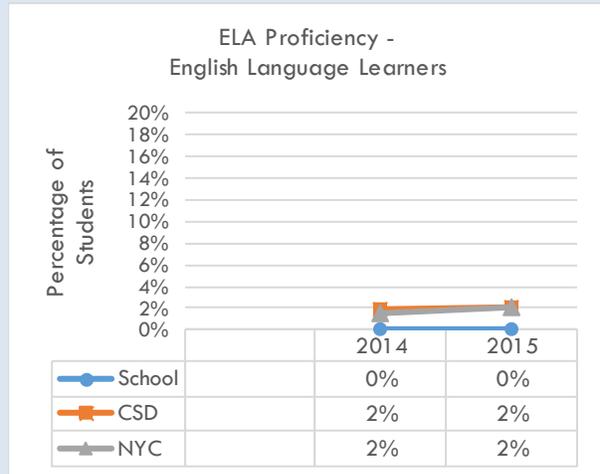
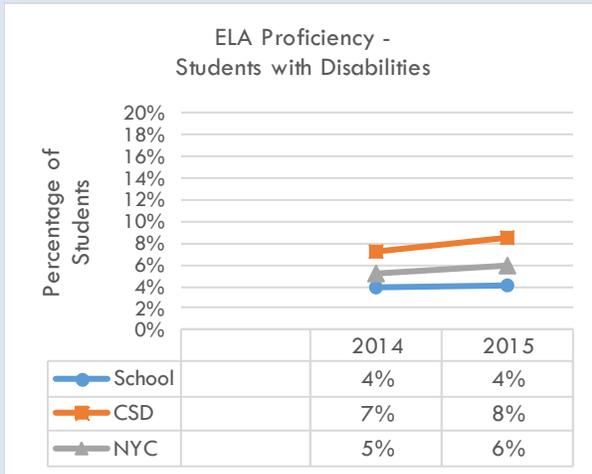


⁴ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

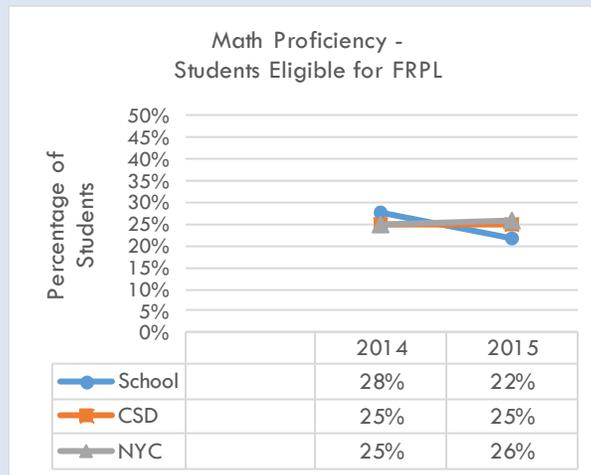
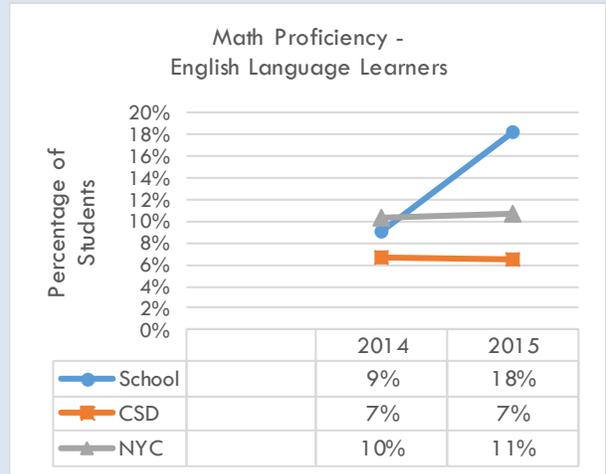
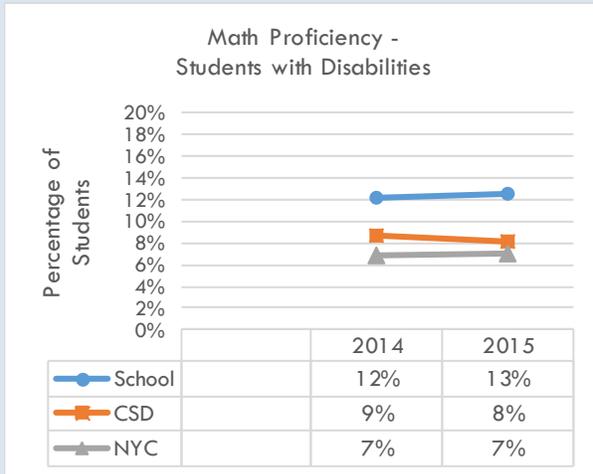
⁵ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

⁶ For more on the NYC DOE's similar students comparisons, please see the information here: http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

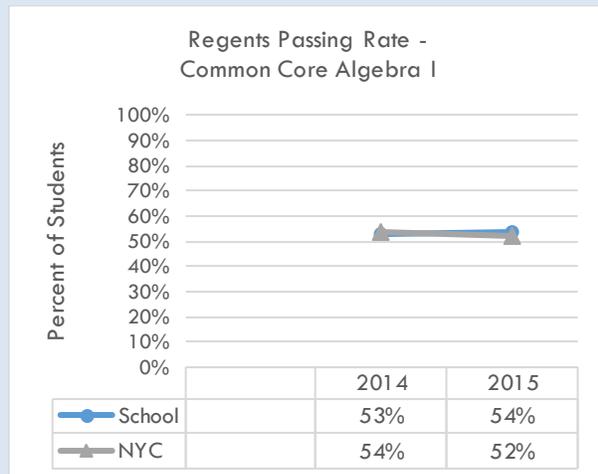
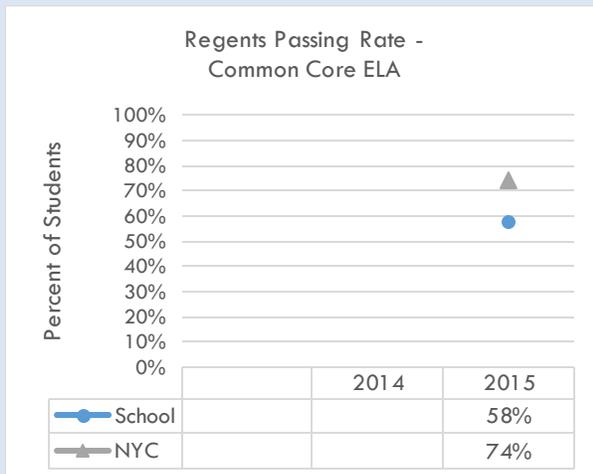
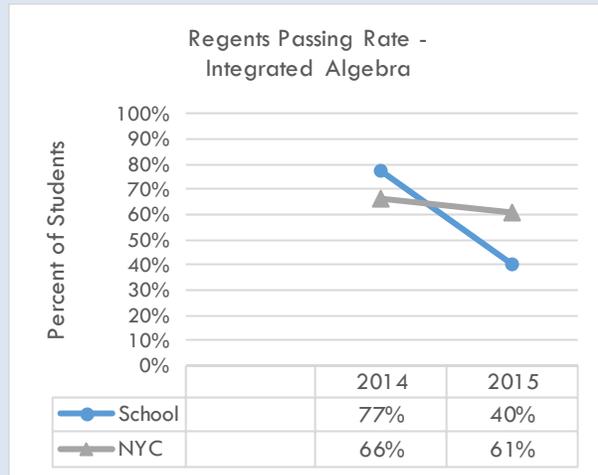
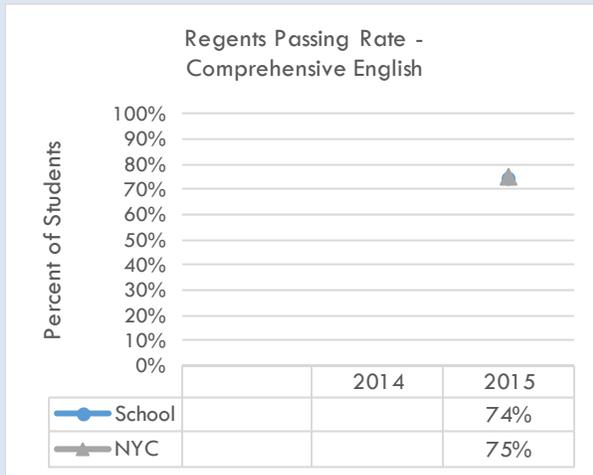
CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



REGENTS PERFORMANCE - ELA AND ALGEBRA I PASSING RATES⁷



⁷ For additional Regents information, please see Appendix D.

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below. Details on the Charter Authorizing Team's visit to the school can be found in Appendix H.

COLLEGE FOCUS

Lavelle Prep provides students with information about colleges, courses & admission requirements. It provides awareness of the rigor needed in the daily learning of students, preparing them for college & career readiness. Lavelle Prep employs a college counselor to assist students to navigate & explore college options. The school facilitates college visits and invites admissions representatives to visit Lavelle Prep. Students at Lavelle Prep are encouraged to take the CUNY admissions exam. The school's learning opportunities include College Now and classes at St. Paul's Nursing School.

INCLUSION

All Lavelle Prep, classes and lessons are fully integrated. According to school leadership, approximately 40% of the school's students have IEPs. Students receive differentiated instruction based on specific needs. The school welcomes all students including those with learning, emotional and social struggles. Lavelle Prep's Special Education department works closely with parents and the CSE to ensure each student's needs are being met within the school's unique setting. Within its integrated classrooms, school leaders report, there is daily differentiated instruction, progress monitoring, and teacher assistant support.

TECHNOLOGY

Lavelle Prep students have access to technology in all classes. The school provides one laptop per student and high school students have tablets which are utilized in their daily instruction. Smart boards /mimos/projectors are in each classroom and are used in each class. Each student has a Google email account & teachers use Google Classroom. Lavelle Prep provides 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 leadership reports that the school draws data from a variety of assessments and the data are utilized to guide instruction, measure student performance, and monitor staff performance. Student performance data are used as feedback to teachers and administrators on the effectiveness of curriculum and instruction in individual classrooms and across grade levels; and 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 school's wellness focus equips students with the tools (attitudes, knowledge, and skills) to enable them to effectively manage challenges that confront them in their lives; to live, work, learn, and participate fully in their communities.

ADVANCEMENT PERIODS / INDIVIDUALIZED DIFFERENTIATED INSTRUCTION

According to school leadership, students testing below grade level in reading/math receive supplemental instruction during four weekly "Advancement" periods. Lavelle Prep reports that for ELA its Targeted Literacy Program, which is rooted in the Orton Gillingham method, is used. For math, programs such as iReady & Learnzillion are used to accelerate the development of struggling students. These employ the sheltered instruction pedagogy. Lavelle Prep provides advanced students with stretch activities and leveled instruction/assignments to maintain engagement and achievement.

GOVERNANCE

The Board of Trustees consists of ten members, which is consistent with the minimum number of five and maximum number of 15 prescribed in its bylaws. The Board has four committees, including an executive, finance & audit, governance & nomination, and an education & accountability committee. The Board has updated its bylaws to comply with the Charter School Act which requires 12 meetings over 12 months. The Board is scheduled to meet 12 times between July 1, 2015 and June 30, 2016 and has met seven times between July 1, 2015 and February 8, 2016. All Board members have submitted required forms.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix E. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll 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, please see Appendix F.

SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	

OPERATIONAL STABILITY

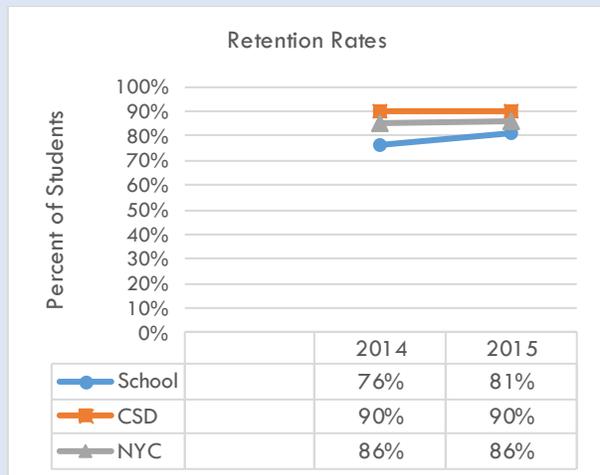
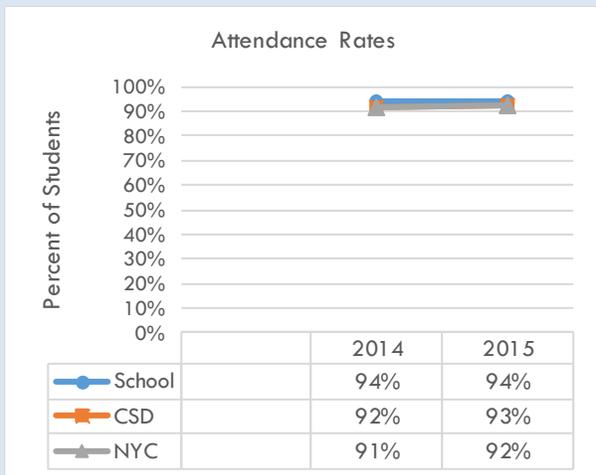
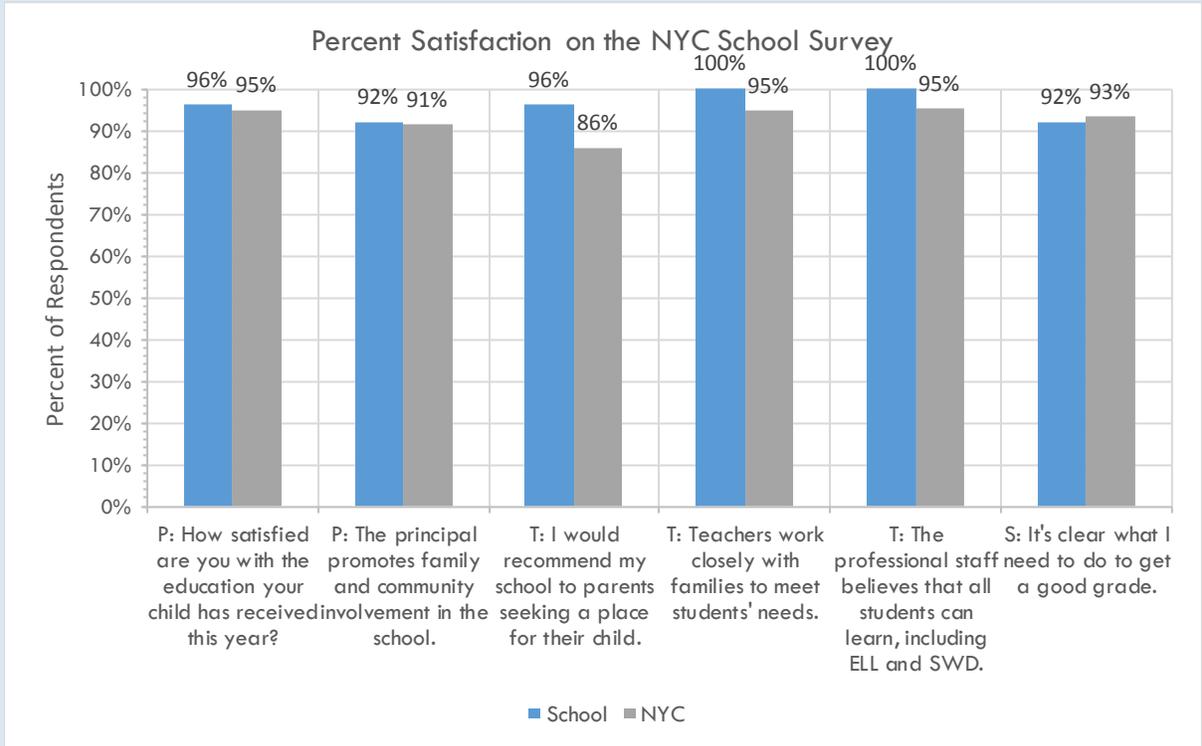
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Not Compliant	Several required reporting documents due in November and February were submitted late.
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum ⁸	Compliant	

COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

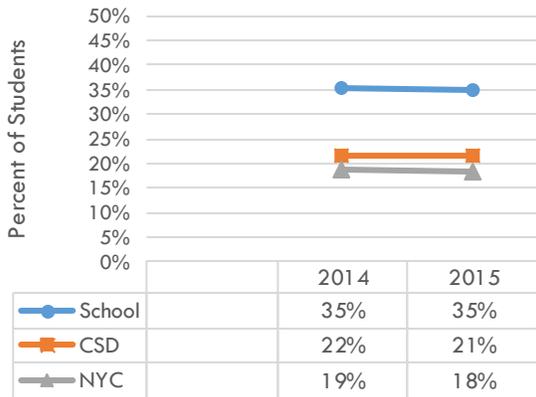
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	

⁸ Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.

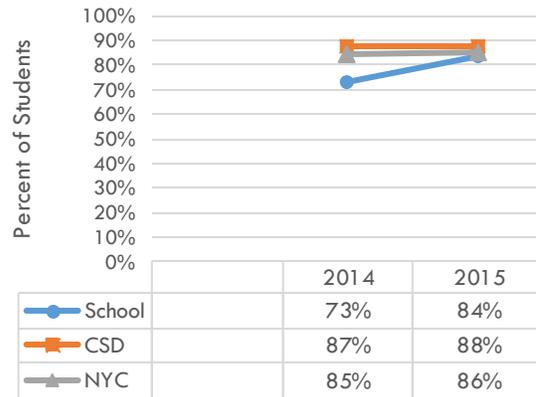
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant
School is in compliance with employee fingerprinting requirements	Compliant
School has an appropriate safety plan	Compliant
School is meeting Department of Health immunization requirements	Compliant
School has submitted its Annual Report to NYSED and posted it online	Compliant
School has followed all applicable lottery and enrollment regulations	Compliant



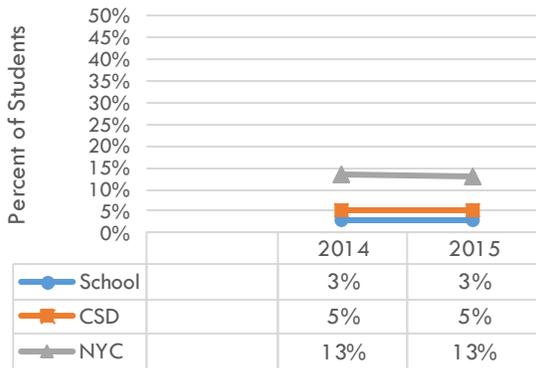
Enrollment Rates - Students with Disabilities



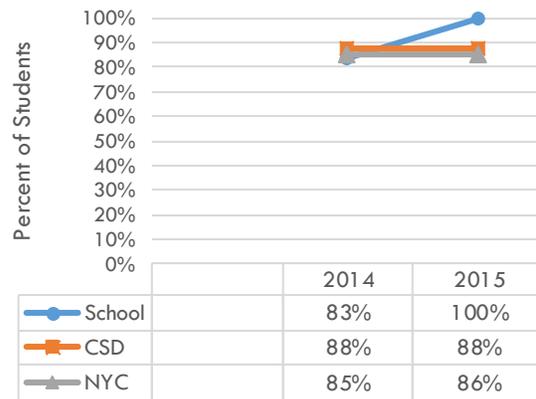
Retention Rates - Students with Disabilities



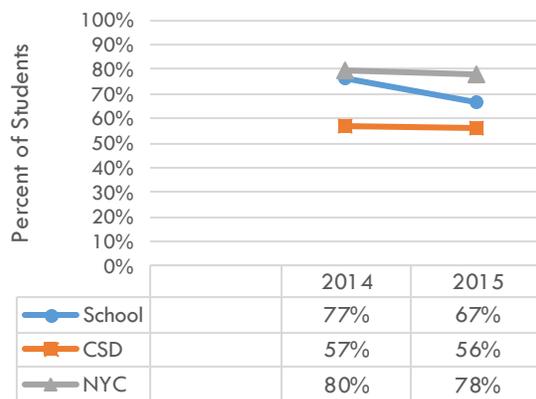
Enrollment Rates - English Language Learners



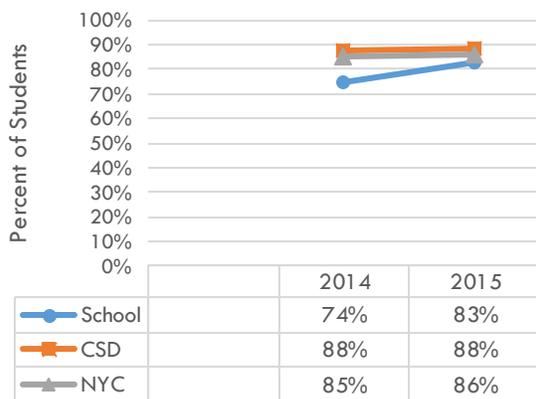
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for John W. Lavelle Preparatory Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix E. These goals relate to short- and long-term financial viability.

SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

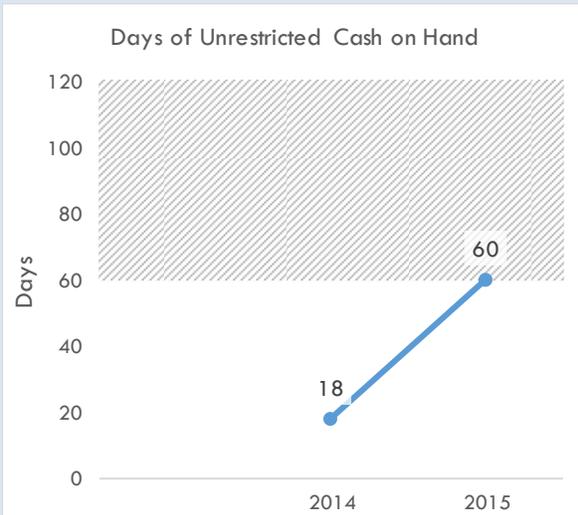
The school has a lease agreement that was exercised in two phases, phase one commencing in 2011 and phase two, for additional space to support the school's expansion to scale, commencing in 2014. The lease agreement expires on August 31, 2031. In addition the school must pay off a reservation fee and a security deposit for the phase two space. Annual minimal rent due for year ending June 30, 2016 is \$1,262,731.

The school has a revolving line of credit with its local bank of \$100,000 with an accrued 7.5% interest rate but did not access this line of credit in year ending in June 30, 2015.

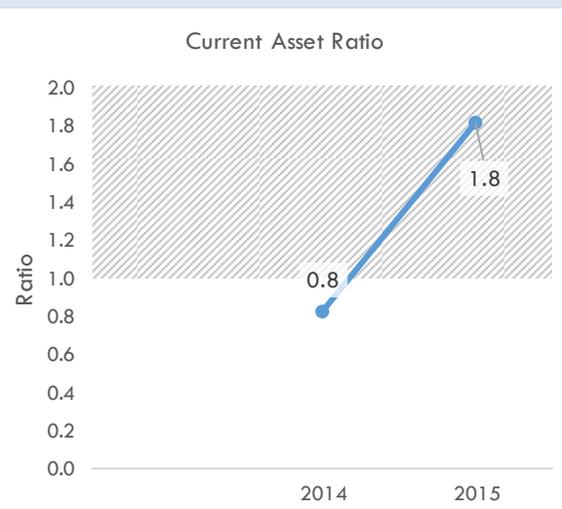
Since 2011, the school has entered into a sequence of three loans with its landlord of \$500,000 (2011), \$260,000 (2012) and \$211,760 (2013) to fund construction for its phase one and two space. The maturity date of the three loans is August 31, 2031. The annual minimal principal payment for the loans increases incrementally and is \$26,439 for the year ending June 30, 2016.

The school has \$70,205.12 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁹



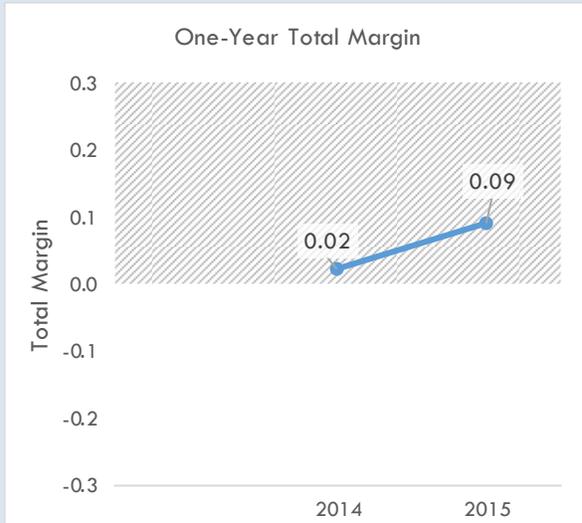
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



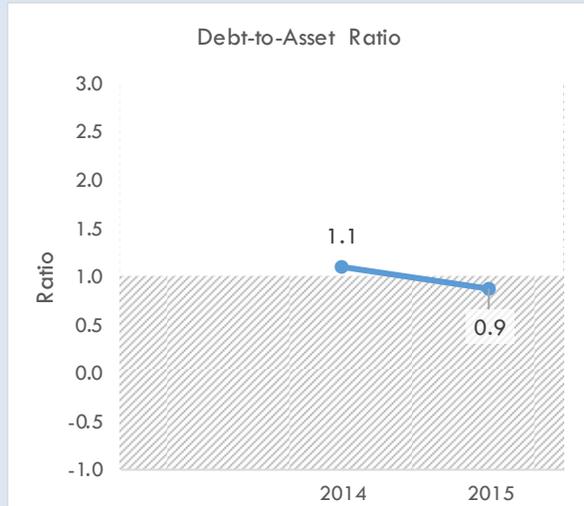
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

⁹ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

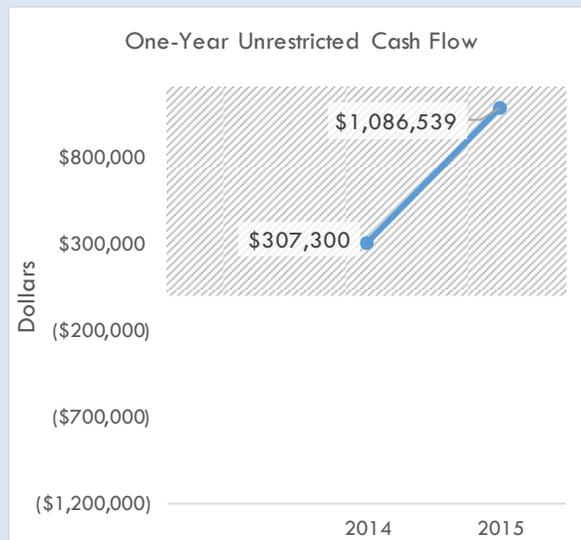
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

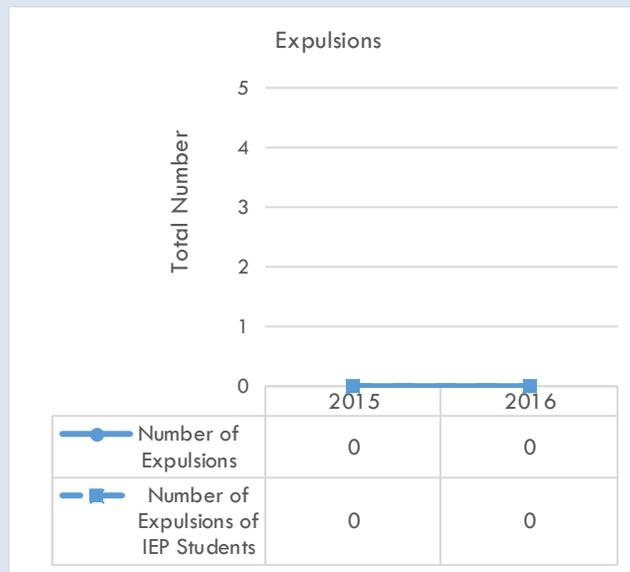
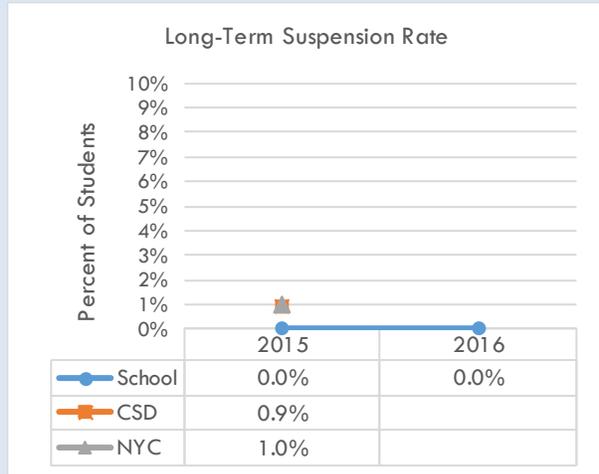
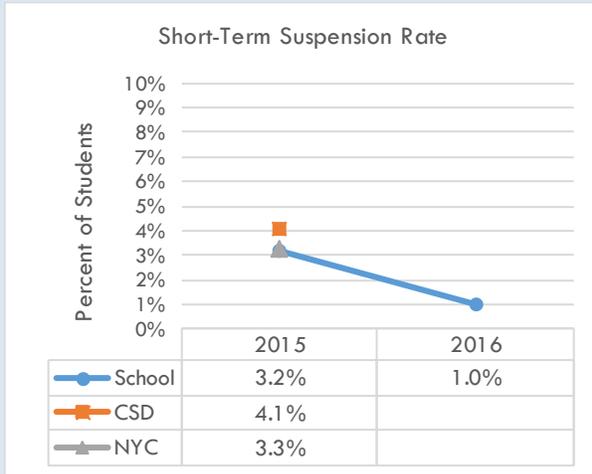
APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	180
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	Grade 6: 8 sections Grade 7 – Grade 8: 7 sections for each grade Grade 9: 3 sections Grade 10: 2 sections Grade 11 – Grade 12: 1 section for each grade
Primary Entry Grade(s)	6
Additional Grade(s) for which Student Applications are Accepted	7
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	425
Number of Students Accepted via the Lottery (School Year 2015-16)	135 (Grade 6), 3 (Grade 7)
<i>Lottery Preferences</i>	
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

SUSPENSION AND EXPULSION RATES¹⁰



¹⁰ City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
John W. Lavelle Preparatory Charter School			
Grade 6	10%	14%	13%
Grade 7	13%	18%	16%
Grade 8	19%	11%	25%
DIFFERENCE FROM CSD			
Grade 6	-18%	-19%	-23%
Grade 7	-18%	-14%	-22%
Grade 8	-14%	-25%	-18%

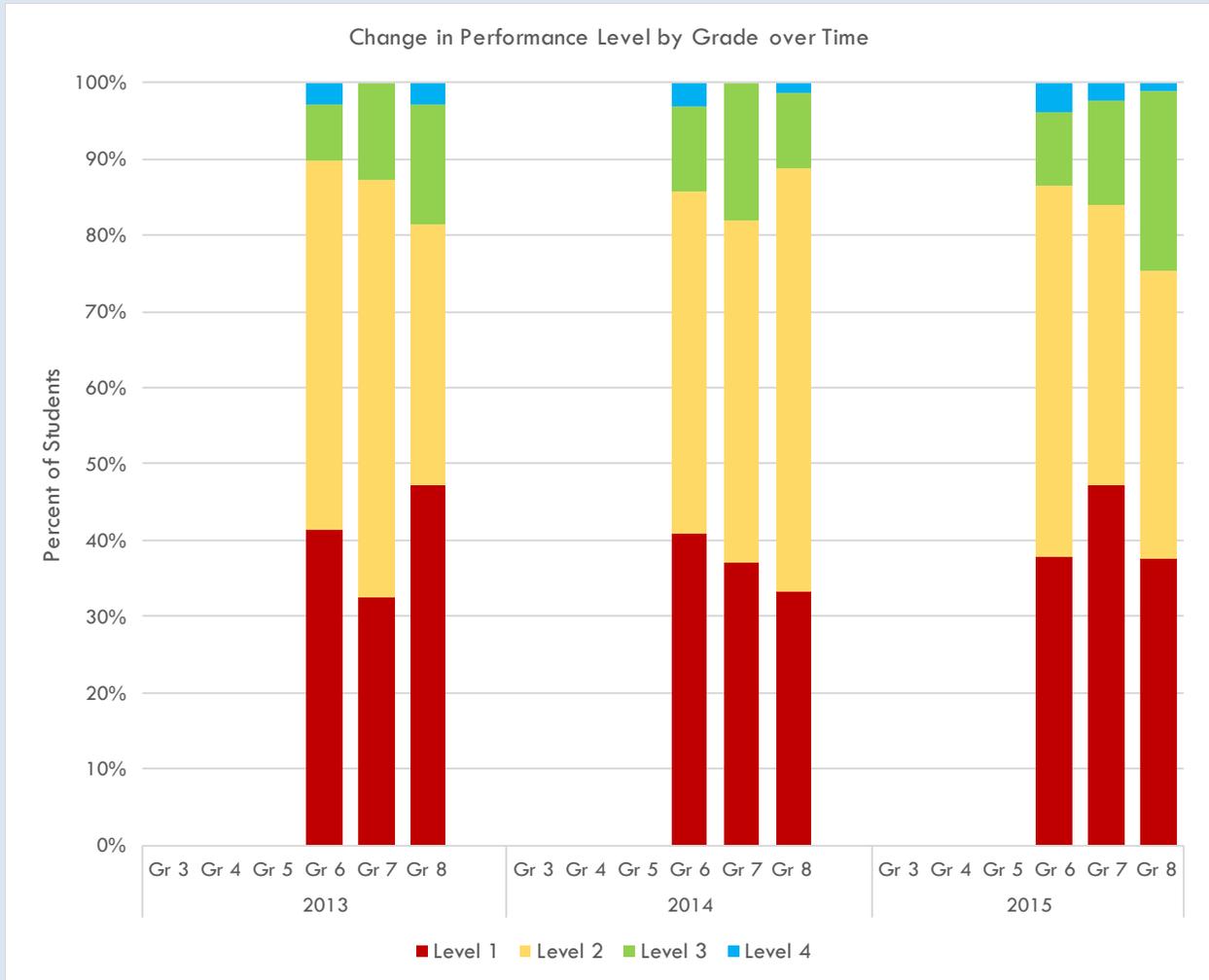
GRADE-LEVEL PROFICIENCY IN MATH

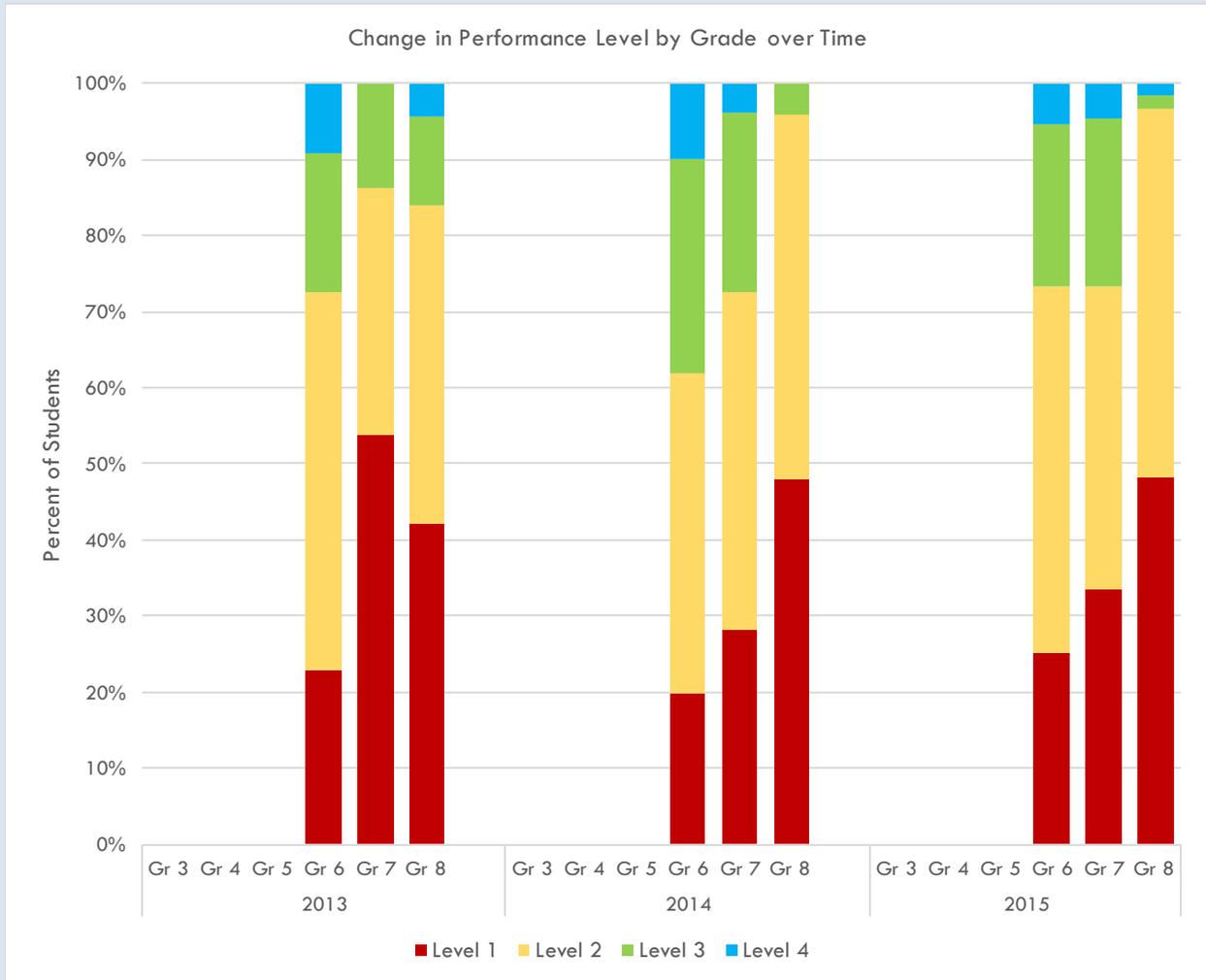
	2012-2013	2013-2014	2014-2015
John W. Lavelle Preparatory Charter School			
Grade 6	28%	38%	27%
Grade 7	14%	27%	27%
Grade 8	16%	4%	3%
DIFFERENCE FROM CSD			
Grade 6	-4%	-1%	-10%
Grade 7	-15%	-9%	-11%
Grade 8	-13%	-25%	-22%

APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

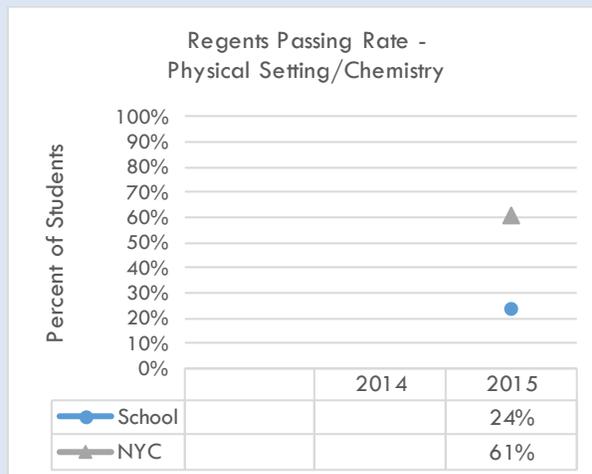
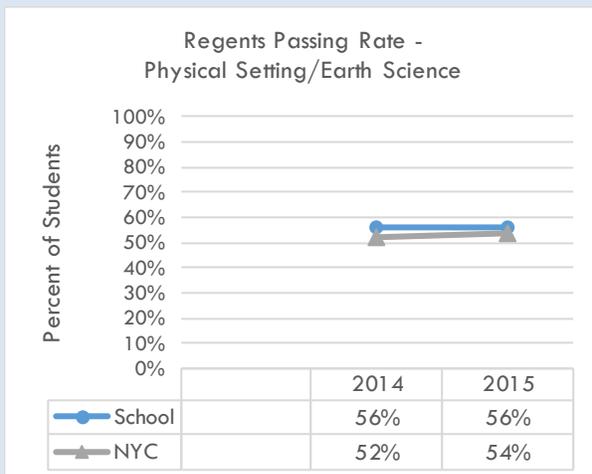
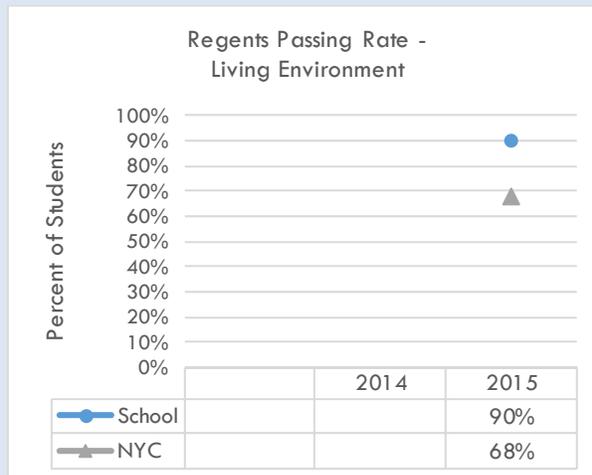
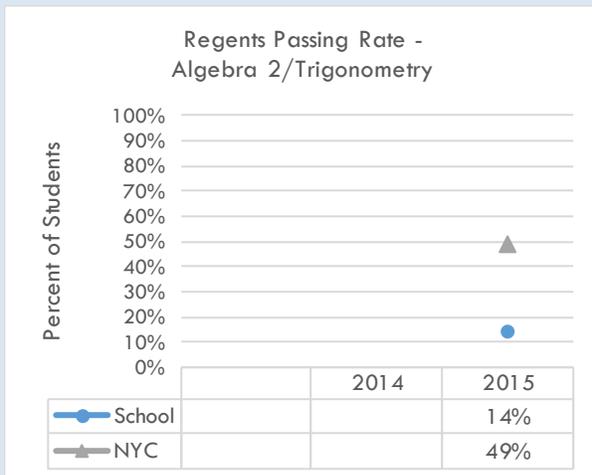
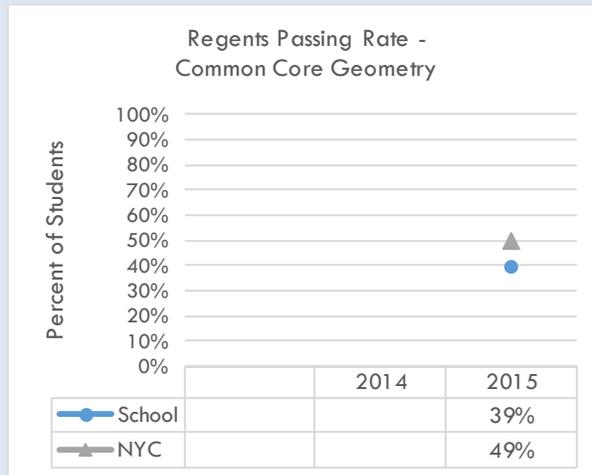
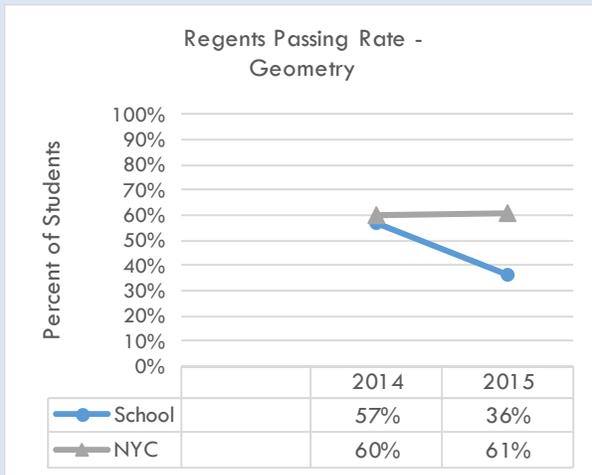
The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

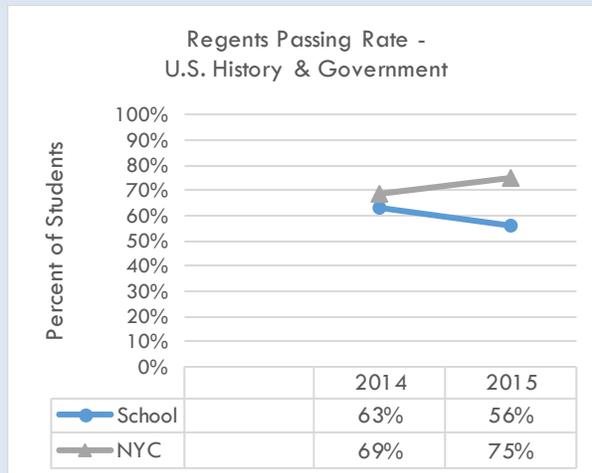
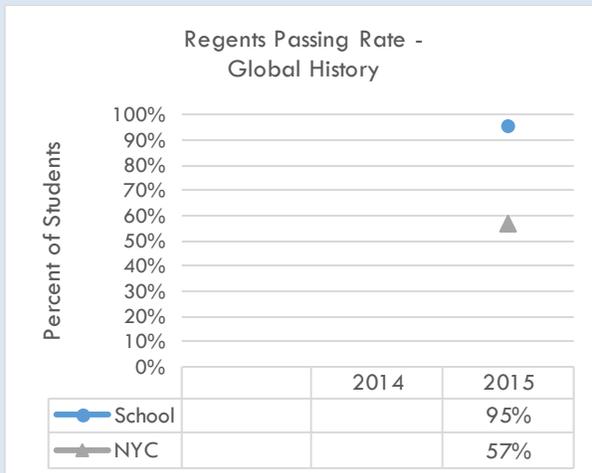
ENGLISH/LANGUAGE ARTS





APPENDIX D: ADDITIONAL REGENTS PASS RATES





APPENDIX E: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹¹, the school achieved/met its goals as follows:

- Academic Goals: ¹²
 - 3 of 11 applicable academic charter goals in its most recent year
- Operational Goals:
 - 1 of 1 applicable operational charter goals in its most recent year
- Financial Goals:
 - 2 of 2 applicable financial charter goals in its most recent year

Charter Goals		2014-15
Academic Goals	Seventy-five percent of 6-8th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination	Not met
	Seventy-five percent of 6-8th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State mathematics examination or a 65% or higher on the New York State Algebra Regents.	Not met
	75 percent of 8th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State Science examination or a 65% or higher on the New York State Science Regents.	Not Met
	Seventy-five percent of high school students who have been enrolled at the school for at least two consecutive years will pass the New York State Regents exams in Mathematics.	Not Met

¹¹ This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

¹² Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

Seventy-five percent of high school students who have been enrolled at the school for at least two consecutive years will pass the New York State Regents exams in Social Studies	Not Met
Seventy-five percent of high school students who have been enrolled at the school for at least two consecutive years will pass the New York State Regents exams in Science	Not Met
Each grade-level cohort 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 State ELA exam (baseline) and 75 percent at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, the school is expected to demonstrate growth (above 75 percent) in the current.	Not Met
Each grade-level cohort of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam (baseline) and 75 percent at or above Level 3 on the current year's State Math exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year.	Not Met
Seventy-five percent 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
Each year, the percent of students performing at or above Level 3 on the State 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. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE. (Relevant to grades 6-8.)	Unknown
Each year, the percent of students performing at or above Level 3 on the State 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. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE. (Relevant to grades 6-8.)	Unknown
The school will receive a 'B' or higher on the Student Progress section of the NYCDOE Progress Report. NYCDOE Progress Report.	NA

	<p>Each year, Lavelle Prep will have a daily student attendance rate of at least 85 percent. Because of the nature of the disabilities of the Lavelle Prep student population, an expectation of 95% attendance for this population would be inappropriate. We expect that students who have been enrolled at the school for at least two consecutive years will make progressive progress toward the 95% attendance goal, reducing days absent, beginning in Year 3, by 25% from the previous year.*</p>	Met
	<p>Each year, 80 percent of all students enrolled on the last day of the school year will return the following September. Because of the special nature of the Lavelle Prep student population, higher than usual attrition is anticipated. Students may leave Lavelle Prep for more restrictive educational settings or may transfer to less academically-oriented settings. Students may also leave to take advantage of competitive city-wide opportunities or other specialized, disability- oriented programs. Lavelle Prep will collect data on student withdrawals and will report annually to the DOE.</p>	Met
Operational Goals	<p>Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. Lavelle Prep expects to maintain enrollment within 15% of the contracted amount on an ongoing basis throughout the year. Bi- monthly invoices submitted to the DOE will indicate this stability.</p>	Met
Financial Goals	<p>Each year, the school will operate on a balanced budget and maintain a stable cash flow.</p>	Met
	<p>The school will undergo an annual, independent financial audit that will result in an unqualified opinion and no major findings</p>	Met

APPENDIX F: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these 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 and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

John W. Lavelle Preparatory Charter School reports it has consistently exceed targets for serving students with Special Education needs and as identified for Free or Reduced Priced Lunch.

STUDENTS WITH DISABILITIES (SWD)

- Lavelle Prep leadership reports that the school exceeds the District target for Students with Disabilities.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- Lavelle Prep leadership reports that the school “more narrowly” meets the target for English Language Learners. With 0.6% ELL’s in 2015-2016, Lavelle Prep recedes the District target.
- To better reach the non-English speaking communities, Lavelle Prep has and will reach out to community-based organizations which serve this sector, i.e. Russian American Council of Staten Island, Latino Civic Association Inc., the South Asian and Indo-Caribbean Americans for Political Progress, the Staten Island Asian Coalition, the Staten Island Latino Civic Association, and the Staten Island Pakistani Civic Association.
- Also, its lottery application can be accessed in Russian, Spanish, Arabic, Albanian, Haitian Creole, French and Mandarin.

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- Lavelle Prep leadership reports that the school exceeds the District target for Free or Reduced Price Lunch students.

APPENDIX G: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.

APPENDIX H: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on May 31, 2016, met with the leadership team, and observed 14 classrooms. The school leadership team identified what CAT team members would see in classrooms and their observations are below.

- Evidence of differentiation by groupings and activities: The team saw consistent evidence of this across classrooms. Teachers had planned for differentiated activities and assigned groupings in almost every class.
- Evidence of teacher assistants in classrooms: The team saw consistent evidence of this across classrooms.
- Evidence of students doing the thinking and the heavy lifting (“brain sweat”): The team saw mixed evidence of this across classrooms. Students regularly spoke with each other in small groups, but discussions were still very teacher directed.