New York State Education Department

Renewal Site Visit Report
2017-2018

John W. Lavelle Preparatory Charter School

Visit Date: November 1, 2017
Date of Report: December 10, 2018

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	John W. Lavelle Preparatory Charter School
Board Chair	Deborah Miller
District of Location	NYC Community School District 31
Opening Date	September 2009
Charter Terms	• Initial Charter Term: 7/1/2009 to 4/21/2014 • First Renewal: Full Term 4/22/2014 to 6/30/2018
Proposed Renewal Term	7/1/2018 to 6/30/2023
Authorized Grades/Maximum Authorized Enrollment	Grades 3-12/ 721 students
Management Company	None
Educational Partners	College of Staten Island, Wagner College, St. Paul's School of Nursing
Facilities	1 Teleport Drive, Staten Island, NY 10311 (Private Space)
Mission Statement	*The John W. Lavelle Preparatory Charter School provides a rigorous college preparatory education that equips and empowers students to go to college and succeed in life. Lavelle Prep welcomes and fully integrates all students, including those living with emotional challenges.*
Key Design Elements	• Small classes • Challenging academic curricula and high expectations • Constructivist teaching • Wellness curriculum • Dually certified teachers • Integration of technology • Teacher assistants • Behavioral management system
Requested Revisions	None

Renewal Outcomes

The following renewal outcomes are possible:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student

[1] The information in this section was provided by the NYS Education Department Charter School Office.

performance for schools applying for their second or subsequent renewal**,** which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

(a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**

(b) have compiled an overall record of meeting Benchmark 1, but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success, but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

School Characteristics

Approved Enrollment for the Current Charter Term

	Year 1 2013 to 2014	**Year 2 2014 to 2015**	**Year 3 2015 to 2016**	**Year 4 2016 to 2017**	**Year 5 2017 to 2018**
Grade Configuration	Grades 6 - 10	Grades 6 - 11	Grades 6 - 12	Grades 3 - 12	Grades 3 - 12
Total Approved Enrollment	375	442	510	642	721

Proposed Enrollment for the Renewal Charter Term

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	Grades 3 - 12	K – Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
Total Approved Enrollment	761	890	897	898	902

METHODOLOGY

A one-day renewal site visit was conducted at John W. Lavelle Preparatory Charter School (Lavelle Prep) on November 1, 2017. The NYSED Charter School Office (CSO) team conducted interviews with the board of trustees, school leaders, instructional coaches, and parents. In cooperation with school leadership, the CSO administered an anonymous online survey to teachers.

The team conducted 17 classroom observations in Grades 3-12. The observations were approximately 20 minutes in length and conducted jointly with the school's co-principals.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Renewal Application**
- **Academic data**
- **Renewal Site Visit Workbook**
- **Current organizational chart**
- **A master school schedule**
- **Map of school with room numbers and teacher names**
- **Board materials (roster, minutes, and strategic plan, if applicable)**
- **Board self-evaluation processes and documents**
- **Student/family handbook**
- **Staff handbook and personnel policies**
- **A list of major assessments**
- **Teacher and administrator evaluation processes**
- **Interventions offered at the school**
- **School-conducted surveys of teachers, parents, and/or students, and/or NYC DOE surveys**
- **Professional development plans and schedules**
- **Efforts towards achieving enrollment and retention targets**
- **School submitted Annual Reports**

BENCHMARK ANALYSIS

The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the Performance Framework Benchmarks and Indicators according to the rating scale below, although not all indicators will necessarily be assessed on every site visit. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted on November 1, 2017, at Lavelle Prep, see the following Performance Framework benchmark scores and discussion.

New York State Education Department
Charter School Performance Framework Rating

	Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Meets
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Summary of Findings

The John W. Lavelle Preparatory Charter School (Lavelle Prep) opened in September 2009. The school earned an initial full-term (4.5 years) renewal in March 2014. In the current school year, Lavelle Prep serves students in Grades 3-12. The school plans to add K -Grades 2 in the 2019-2020 school year pending a subsequent renewal. Originally authorized by the New York City Schools Chancellor, Lavelle Prep merged with New Ventures Charter School in 2017. The merged education corporation now operating by authority of the Board of Regents is Integration Charter Schools.

Lavelle Prep posted a four-year graduation rate of 100% with its first graduating class in 2016. The school again exceeded its performance target the following year with a four-year graduation rate of 96%. Additionally, the school reports a 100% college acceptance rate for its graduates. These outcomes are particularly noteworthy given the school's unique student population. More than one-third (37%) of Lavelle Prep's enrolled students have special needs. Further, 77% of students at the school are considered economically disadvantaged. These indicators provide strong evidence that Lavelle Prep is achieving its mission and successfully implementing the key design elements outlined in its charter agreement. Importantly, the school added Grades 3-5 in 2016-2017 immediately after graduating its first class of seniors. Lavelle Prep demonstrated sufficient organizational and leadership capacity under what could have been disruptive circumstances.

While its high school outcomes appear stronger than the performance at lower grades, Lavelle Prep addresses the needs of its students at all grade levels. During the charter term, Lavelle Prep has shown a positive trend in English language arts (ELA) proficiency while holding steady in math. The school's aggregate ELA proficiency rose 11 percentage points from 17% in 2014-2015 to 28% in 2016-2017. Math proficiency increased slightly to 24% in 2015-2016 before returning to 22% in 2016-2017, which matched 2014-2015 performance. Data from nationally normed assessments show that the school's academic program, which emphasizes personalized attention, successfully supports students' growth toward proficiency.

The school attracts a diverse population and provides a plethora of supports to meet the range of students' academic and social-emotional needs. School leaders and teachers communicate high expectations for student achievement and work collaboratively with parents. The school's board of trustees acts strategically to support the school in realizing its mission and achieving its academic goals.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Approaches

Summative Evidence for Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

Lavelle Prep has been designated a school in Good Standing throughout the charter term according to the state's ESEA accountability formula.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

At the elementary and middle school grades, Lavelle Prep's performance has lagged behind that of similar schools; however, the school's high school graduation rate far outpaces similar schools and the state average.

Indicator 2: Elementary/Middle School Outcomes[2]

2.a.i. and 2.a.ii Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Evidence provided in the school's renewal application suggests larger gains for students who remain at Lavelle Prep over time. Thirty-nine percent of first-year students showed improvement in ELA scores and 46% demonstrated improvement in math in 2016-2017. By comparison, 64% of second-year and 73% of third-year Lavelle Prep students showed growth in ELA. Reported results of Scantron, a nationally normed assessment, corroborate growth on the state tests. According to the renewal application, 62% of second-year students exceeded growth targets in reading and 67% did so in math. Third-year students also exceeded growth targets: 53% in ELA and 65% in math. Grade level analysis of state test results also demonstrate that students show larger gains the longer they are at the school.

2.b.i. Proficiency - Aggregate School Level Proficiency for All Students: See Table 1 below.

Lavelle Prep's aggregate proficiency in ELA rose steadily from 17% in 2014-2015 to 24% in 2015-2016 to 28% in 2016-2017. Over the same period, the school lessened the variance between its performance to that of both the district and state. Lavelle Prep's aggregate math proficiency increased slightly to 24% in 2015-2016 from 22% in 2014-2015; however, the variance between the school's performance and that of the district and state increased.

[2] For Tables 1-4, District and State data shown is for Grades 6-8 for 2014-2015 and 2015-2016. District and State data for 2016-2017 is for Grades 3-8.

Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students: School, District & NYS Level Aggregates

Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students:
School, District & NYS Level Aggregates

	ELA					Math				
All Students	John W LaVelle Prep Charter School	New York City Geog District #31	Variance to NYC Geog District #31	NYS	Variance to NYS	John W LaVelle Prep Charter School	New York City Geog District #31	Variance to NYC Geog District #31	NYS	Variance to NYS
2014-2015	17%	39%	-22%	31%	-14%	22%	34%	-12%	33%	-11%
2015-2016	24%	42%	-18%	37%	-13%	24%	35%	-11%	34%	-10%
2016-2017	28%	47%	-19%	40%	-12%	22%	41%	-19%	40%	-18%

Note: District and State data is specific, Gr6-8 for 2014-15 and 2015-16, and Gr3-8 for 2016-2017.

	ELA					Math				
All Students	John W LaVelle Prep Charter School	New York City Geog District #31	Variance to NYC Geog District #31	NYS	Variance to NYS	John W LaVelle Prep Charter School	New York City Geog District #31	Variance to NYC Geog District #31	NYS	Variance to NYS
2014-2015	17%	39%	-22	31%	-14	22%	34%	-12	33%	-11
2015-2016	24%	42%	-18	37%	-13	24%	35%	-11	34%	-10
2016-2017	28%	47%	-19	40%	-12	22%	41%	-19	40%	-18

Note: District and State data is specific, Grades 6-8 for 2014-2015 and 2015-2016, and Grades 3-8 for 2016-2017.

2.b.ii. Proficiency – Subgroup School Level Proficiency: See Tables 2-4 below.

	ELA					Math				
Students with Disabilities	John W LaVelle Prep Charter School	New York City Geog District #31	Variance to NYC Geog District #31	NYS	Variance to NYS	John W LaVelle Prep Charter School	New York City Geog District #31	Variance to NYC Geog District #31	NYS	Variance to NYS
2014-2015	4%	8%	-4%	5%	-1	12%	8%	+4	7%	+5
2015-2016	7%	9%	-2%	7%	0	10%	7%	+3	7%	+3
2016-2017	6%	13%	-7%	9%	-3	3%	13%	-10	11%	-8

Table 3: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup – English Language Learner *School, District & NYS Level Aggregates*

	ELA					Math				
English Languager Learners	John W LaVelle Prep Charter School	New York City Geog District #31	Variance to NYC Geog District #31	NYS	Variance to NYS	John W LaVelle Prep Charter School	New York City Geog District #31	Variance to NYC Geog District #31	NYS	Variance to NYS
2014-2015	0%	2%	-2%	2%	-2	18%	7%	+11	9%	+9
2015-2016	0%	2%	-2%	2%	-2	0%	8%	-8	8%	-8
2016-2017	0%	6%	-6%	5%	-5	0%	13%	-13	13%	-13

Table 4: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup

Economically Disadvantaged Students: *School, District & NYS Level Aggregates*

	ELA					Math				
Economically Disadvantaged	John W LaVelle Prep Charter School	New York City Geog District #31	Variance to NYC Geog District #31	NYS	Variance to NYS	John W LaVelle Prep Charter School	New York City Geog District #31	Variance to NYC Geog District #31	NYS	Variance to NYS
2014-2015	17%	29%	-12	21%	-4	22%	25%	-3	23%	-1
2015-2016	23%	31%	-8	27%	-4	23%	24%	-1	24%	-1
2016-2017	27%	36%	-9	29%	-2	22%	31%	-9	29%	-7

Note: District and State data is specific, Gr6-8 for 2014-15 and 2015-16, and Gr3-8 for 2016-2017.

Lavelle Prep has shown mixed results in subgroup performance. Students with disabilities (SWDs) demonstrated a positive trend in ELA, improving to 6% in 2016-2017 from 4% in 2014-2015; however, the school underperformed both the district and the state in two of three years. SWDs showed a downward trend in math, dropping to 3% in 2016-2017 from 12% in 2014-2015. Notably, the school's SWDs outperformed their district and state peers in both 2014-2015 and 2015-2016 in math. English language learner (ELL) performance declined in math from 18% in 2014-2015 to 0% in 2016-2017. The ELA proficiency rate for economically disadvantaged (ED) students improved to 27% in 2016-2017 from 17% in 2014-2015 and 23% in 2015-2016. In math, ED proficiency was 22% in both 2014-2015 and 2016-2017 and 23% in 2015-2016.

2.b.iii. Proficiency – Grade Level Proficiency: See Tables 5-7 below.
Year-to-year proficiency in Grades 6-8 ELA improved over the course of the charter term. Over the same period, the school decreased the variance in its ELA performance compared to the district and state in Grades 6-8. Although year-to-year math proficiency in Grades 6 and 7 improved during the charter, Grade 8 performance was mixed. Lavelle Prep administered state tests in Grades 3-5 for the first time in the 2016-2017 school year. The school was outperformed in both subjects by the district and state.

Table 5: Grade Level Proficiency for All Students: 2014-2015

	ELA					Math				
2014-2015	LaVelle Prep	NYC CSD 31	Variance to NYC CSD 31	NYS	Variance to NYS	LaVelle Prep	NYC CSD 31	Variance to NYC CSD 31	NYS	Variance to NYS
Grade 6	13%	37%	-24	31%	-18	27%	37%	-10	39%	-12
Grade 7	16%	38%	-22	29%	-13	27%	38%	-11	35%	-8
Grade 8	25%	43%	-18	35%	-10	3%	25%	-22	22%	-19

Table 6: Grade Level Proficiency for All Students: 2015-2016

	ELA					Math				
2015-2016	LaVelle Prep	NYC CSD 31	Variance to NYC CSD 31	NYS	Variance to NYS	LaVelle Prep	NYC CSD 31	Variance to NYC CSD 31	NYS	Variance to NYS
Grade 6	23%	38%	-15	34%	-11	32%	39%	-7	40%	-8
Grade 7	20%	42%	-22	35%	-15	28%	38%	-10	36%	-8
Grade 8	29%	47%	-18	41%	-12	7%	26%	-19	24%	-17

Table 7: Grade Level Proficiency for All Students: 2016-2017

	ELA					Math				
2016-2017	LaVelle Prep	NYC CSD 31	Variance to NYC CSD 31	NYS	Variance to NYS	LaVelle Prep	NYC CSD 31	Variance to NYC CSD 31	NYS	Variance to NYS
Grade 3	24%	51%	-27	43%	-19	21%	49%	-28	48%	-27
Grade 4	7%	46%	-39	41%	-34	9%	44%	-35	43%	-34
Grade 5	20%	42%	-22	35%	-15	30%	44%	-14	43%	-13
Grade 6	24%	39%	-15	32%	-8	30%	42%	-12	40%	-10
Grade 7	32%	50%	-18	42%	-10	29%	39%	-10	38%	-9
Grade 8	42%	52%	-10	45%	-3	3%	25%	-22	22%	-19

Indicator 3: High School Outcomes

3.a.i. and 3.a.ii. Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes: See Tables 8-11.

The Regents outcomes at Lavelle Prep demonstrate generally consistent improvement in the school's passage rates and in the performance variance compared to New York State. Most notably, the school improved its Algebra I (Common Core) success rate from 53% in 2013-2014 to 79% in 2015-2016; Lavelle Prep improved from a 15-percentage point deficit to a positive margin (+7) compared to state performance in the same period. Though the school made gains in most areas, its Global History performance dropped considerably and fell below the state average in 2015-2016.

Annual Regents outcomes for SWDs demonstrate an area of strength for Lavelle Prep. Passage rates for the school's SWDs exceeded the state average in multiple subjects including Global History, Living Environment, and Algebra I (Common Core). Living Environment was an area of strength in the ED subgroup as well; the school's passage rate exceeded the state average by 21 percentage points in 2015-2016. The school did not post enough data for ELL performance analysis.

Key: Tables 8 – 11:

1) "-" indicates that no student sat for the exam.
2) "*" indicates that too few students (less than 5) sat for the exam to report assessment data.
3) "X" indicates that no exam was given.

Table 8: Annual Regents Outcomes - Aggregate

	2013-2014			2014-2015			2015-2016		
	CS	**NYS**	**Variance**	**CS**	**NYS**	**Variance**	**CS**	**NYS**	**Variance**
Algebra 2 / Trigonometry	14%	60%	-46	40%	55%	-15	0%	34%	-34
Algebra I (Common Core) (levels 3, 4 & 5)	54%	62%	-8	79%	72%	+7	81%	75%	+6
Algebra II (Common Core) (levels 3, 4 & 5)	X	N/A	N/A	50%	74%	-24	80%	80%	0
English Language Arts (Common Core)	58%	80%	-22	71%	86%	-15	83%	84%	-1
Geometry (Common Core) (levels 3, 4 & 5)	39%	63%	-24	60%	63%	-3	86%	64%	+22
Comprehensive English	74%	83%	-9	-	N/A	N/A	X	N/A	N/A
Geometry (>65)	36%	72%	-36	25%	38%	-13	X	N/A	N/A
Global History and Geography (>65)	95%	67%	+28	54%	68%	-14	76%	68%	+8
Integrated Algebra (>65)	40%	62%	-22	-	N/A	N/A	X	N/A	N/A
Living Environment (>65)	90%	77%	+13	88%	78%	+10	73%	74%	-1

Physical Setting/Chemistry (>65)	24%	75%	-51	33%	76%	-43	95%	74%	+21
Physical Setting/Earth Science (>65)	56%	72%	-16	68%	71%	-3	58%	69%	-11
US History and Government	56%	84%	-28	49%	82%	-33	67%	81%	-14

3.a.ii. Regents Testing Outcomes – Subgroup Annual Regents Outcomes: See Tables 9-11.

Table 9: Annual Regents Outcomes – Students with Disabilities

	2013-2014			**2014-2015**			**2015-2016**		
	CS	**NYS**	**Variance**	**CS**	**NYS**	**Variance**	**CS**	**NYS**	**Variance**
Algebra 2 / Trigonometry	0%	39%	-39	0%	37%	-37	-	N/A	N/A
Algebra I (Common Core) (levels 3, 4 & 5)	37%	27%	+10	53%	41%	+12	67%	46%	+21
Algebra II (Common Core) (levels 3, 4 & 5)	X	N/A	N/A	*	N/A	N/A	50%	61%	-11
English Language Arts (Common Core)	33%	49%	-16	54%	60%	-6	72%	57%	+15
Geometry (Common Core) (levels 3, 4 & 5)	33%	30%	+3	18%	28%	-10	63%	31%	+32
Comprehensive English	63%	54%	+9	-	N/A	N/A	X	X	X
Geometry (>65)	9%	40%	-31	0%	21%	-21	X	X	X
Global History and Geography (>65)	80%	34%	+46	55%	36%	+19	60%	37%	+23
Integrated Algebra (>65)	25%	39%	-14	-	N/A	N/A	X	N/A	N/A
Living Environment (>65)	78%	46%	+32	71%	48%	+23	55%	44%	+11
Physical Setting/Chemistry (>65)	0%	51%	-51	0%	52%	-52	100%	50%	-49
Physical Setting/Earth Science (>65)	27%	42%	-15	57%	40%	+17	38%	39%	-1
US History and Government	43%	56%	-13	35%	54%	-19	55%	54%	+1

Table 10: Annual Regents Outcome– English Language Learners									
	2013-2014			2014-2015			2015-2016		
	CS	NYS	Variance	CS	NYS	Variance	CS	NYS	Variance
Algebra I (Common Core) (levels 3, 4 & 5)	*	27%	-27				80%	46%	+34
Integrated Algebra (>65)	-	N/A	N/A				X	N/A	N/A
Living Environment (>65)		40%	+60				83%	34%	+49
US History and Government	-	N/A	N/A				33%	45%	-12

Table 10: Annual Regents Outcome– Economically Disadvantaged Students

	2013-2014			2014-2015			2015-2016		
	CS	NYS	Variance	CS	NYS	Variance	CS	NYS	Variance
Algebra 2 / Trigonometry	18%	48%	-30	41%	45%	-4	0%	29%	-29
Algebra I (Common Core) (levels 3, 4 & 5)	48%	49%	-1	78%	63%	+15	76%	66%	+10
Algebra II (Common Core) (levels 3, 4 & 5)	X	N/A	N/A	50%	74%	-24	79%	70%	+9
English Language Arts (Common Core)	55%	73%	-18	64%	80%	-16	79%	77%	+2
Geometry (Common Core) (levels 3, 4 & 5)	37%	48%	-11	57%	48%	+9	82%	50%	+32
Comprehensive English	73%	75%	-2	-	N/A	N/A	X	N/A	N/A
Geometry (>65)	37%	60%	-23	13%	33%	-20	X	N/A	N/A
Global History and Geography (>65)	94%	56%	+38	42%	57%	-15	73%	58%	+15
Integrated Algebra (>65)	40%	58%	-18	-	N/A	N/A	X	N/A	N/A
Living Environment (>65)	86%	68%	+18	90%	69%	+21	76%	64%	+12
Physical Setting/Chemistry (>65)	24%	62%	-38	50%	63%	-13	92%	61%	+31
Physical Setting/Earth Science (>65)	50%	59%	-9	67%	57%	+10	56%	55%	+1
US History and Government	54%	76%	-22	48%	74%	-26	63%	73%	-10

3.a.iii. and 3.a.iv. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes: See Tables 12-14.

Lavelle Prep exceeded its cohort Regents testing outcomes performance targets across subject areas in the aggregate and for its SWD and ED subgroups.[3] Aggregate 2012 Cohort performance was 100% in ELA, math, US History, and Science. In Global History, the school posted 92% aggregate performance. The school's performance resulted in positive variances of at least 14 percentage points compared to the state.

The Regents outcomes for SWDs and ED students were higher than the state and the CSD across subject areas.

Table 12: High School 4-Year Cohort Outcomes for All Students: School and NYS Level Aggregates

4-Yr **Cohort:** All **Students**	2012 Cohort (2016)	2013 Cohort (2017)				
Subject	School	State	Variance	School	State	Variance
ELA	100%	85%	15%	100%	85%	15%
Global History & Geography	92%	78%	14%	68%	78%	-10%
Math	100%	86%	14%	96%	85%	11%
US History & Government	100%	84%	16%	96%	84%	12%
Science	100%	81%	19%	92%	81%	11%

Table 13: High School Total 4-Year Regents Cohort Outcomes by Subgroup – Students with Disabilities: School and NYS Level Aggregates

4-Yr Cohort: **SWD Students**	**2012** Cohort (2016)			**2013** Cohort (2017)		
Subject	School	State	Variance	School	State	Variance
ELA	100%	51%	+49	100%	54%	+46
Global History & Geography	83%	40%	+43	33%	40%	-7
Math	100%	51%	+49	89%	49%	+40
US History & Government	100%	50%	+50	89%	50%	+39
Science	100%	47%	+53	89%	48%	+41

Table 14: High School Total 4-Year Regents Cohort Outcomes by Subgroup – **English Language Learners**: School and NYS Level Aggregates

NA

[3] ELL data not presented due to privacy considerations given the small number of enrolled students.

Table 15: High School Total 4-Year Regents Cohort Outcomes by Subgroup – **Economically Disadvantaged Students**:

School and NYS Level Aggregates

4-Yr Cohort: **ED Students**	**2012** Cohort (2016)			**2013** Cohort (2017)		
Subject	School	State	Variance	School	State	Variance
ELA	100%	79%	+21	100%	80%	+20
Global History & Geography	90%	70%	+20	68%	70%	-2
Math	100%	81%	+19	95%	80%	+15
US History & Government	100%	78%	+22	95%	78%	+17
Science	100%	74%	+26	95%	74%	+21

Note:

"0" indicates that no tested student(s) obtain a score of proficiency.

Blank indicates no students sat for exams.

Orange shaded indicates too few students (less than 5) sat for exams to report assessment data.

"X" indicates no exam was given.

Table 16: High School Total 4-Year Graduation Rates: School and Target Level Aggregates

	2015-16			2016-17		
Student Population	**2012** Cohort			**2013** Cohort		
	School	State Target	Variance	School	State Target	Variance
All	100%	80%	+20	96%	80%	+16
Students with Disabilities	100%	80%	+20	89%	80%	+9
English Language Learners						
Economically Disadvantaged	100%	80%	+20	95%	80%	+15

Table 17: High School Total 5-Year Graduation Rates: School and Target Level Aggregates

Student Population	2015-16 **2011** Cohort			2016-17 **2012** Cohort		
	School	State Target	Variance	School	State Target	Variance
All				100%	80%	+20
Students with Disabilities				100%	80%	+20
English Language Learners						
Economically Disadvantaged				100%	80%	+20

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to the NYSLS. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
2. Instruction	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
	a. The school uses a balanced system of formative, diagnostic and summative assessments.

Element	*Indicators*
3. Assessment and Program Evaluation	b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program, and modifies the program accordingly.
4. Supports for Diverse Learners	a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Summative Evidence for Benchmark 2:

Curriculum

Lavelle Prep grounds the creation of its Common Core-aligned, inquiry-driven curricula in the backward design model. Teachers and administrators first consider the skills and knowledge all students should master by the end of each grade then design unit and assessment plans accordingly. While the school draws on numerous commercially available resources, teachers adapt content to make it more relevant to students' real lives and needs and to build both the breadth and depth of students' knowledge. Subject area coaches assist teachers in differentiating instruction to provide all students with opportunities to master grade-level skills and concepts. Gradeand department-level teams meet regularly to review content and ensure horizontal and vertical alignment of the curricula.

Results of the NYSED-administered teacher survey confirm the school's commitment to ongoing collaboration regarding instructional content and delivery. Eighty-five percent of the survey's 78 responding teachers strongly agreed that "faculty members frequently collaborate on matters of curriculum and instruction" while an additional 10% also agreed with the statement.

Instruction

School leaders encourage teachers to utilize the 5E (engage, explore, explain, elaborate, and evaluate) lesson model when planning and delivering instruction. Lessons observed during the renewal visit demonstrated teachers' shared understanding of leaders' expectations and reflected consistent use of the 5E model.

Assessment and Program Evaluation

Lavelle Prep uses a variety of formative, diagnostic, and summative assessments to monitor student learning and improve instructional effectiveness. The school administers three computer-adaptive benchmark assessments to all students at the start and end of each school year: iReady, Scantron, and Achieve 3000. Teachers create numerous formative and summative assessments to track student progress and to adjust instructional plans to meet students' diverse needs. During the 2016-17 school year, Lavelle Prep introduced its director of program evaluation role to ensure continual monitoring of the quality and effectiveness of the school-wide academic program.

Supports for Diverse Learners

Small class sizes are central to Lavelle Prep's supports for diverse learners. The school attempts to limit classes to 17 or fewer students, and teacher assistants are present in classrooms for 60% of instructional time according to the renewal application. The school employs a director of special education to manage services for students with disabilities (SWDs) and a coordinator to provide English language acquisition services for students who have not yet reached proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT). For both subgroups, Lavelle Prep emphasizes inclusion in the general education program. As such, the school primarily utilizes a push-in support model.

Benchmark 3: Culture, Climate and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

Element	*Indicators*
1. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. *Family Engagement and Communication*	a. Teachers communicate with parents to discuss students' strengths and needs. b. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. c. The school has a systematic process for responding to parent or community concerns. d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. *Social-Emotional Supports*	a. School leaders collect and use data to track the socio-emotional needs of students. b. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

Behavior Management and Safety

Lavelle Prep utilizes a clear and consistent approach to behavioral management, which emphasizes teachers' use of positive behavior reinforcement in classrooms rather than punitive referrals to administrators that result in lost learning time. The renewed school-wide focus on positive intervention in the current school year follows 163 suspensions in 2016-2017. School leaders report expanding the counseling department, securing a grant to introduce new research-based curricula focused on self-regulation into the existing wellness program, and holding weekly Behavior Intervention Team meetings as being key to reducing suspensions. Additionally, the retired police officers who serve as Lavelle Prep's security team receive training in the school's educational philosophy and cultural expectations to serve as supplemental supports.

Family Engagement and Communication

Lavelle Prep employs a variety of methods to maintain ongoing communication with families. In addition to three formal parent-teacher conferences a year, the school hosts special events to welcome families into the school and communicates an open-door policy. The school provides parents with access to class activities through Google Classroom and Classroom Dojo, and teachers reach out to families via text, phone calls, and email regularly.

Seven parents representing a diverse set of students across elementary, middle, and high school grades attended the parent focus group held during the renewal visit. All expressed deep satisfaction with the school program and staff. Parents highlighted the school's proactive approach to communicating with families as a strength and noted Classroom Dojo as an example of how the school keeps families informed about what students are learning, what is coming up, and student performance both academically and behaviorally. The participants noted that school administrators and board members are responsive to their needs. Parents further noted that the school provides school- and district-level comparative data along with detailed information regarding individual students' performance on state tests each year.

Social-Emotional Supports

A comprehensive wellness program serves as Lavelle Prep's foundation of social and emotional supports for students. The program curricula provide age-appropriate instruction in a variety of coping and decision-making skills such as self-awareness, social awareness, and self-management. School leaders adapt the program in response to feedback from teachers and assessments of students' needs. Examples of recent adjustments include the addition of research-based programs such as Sanford Harmony. To supplement the school-wide wellness program, Lavelle Prep employs licensed social workers who provide individual and group counseling for at-risk students. Additionally, the school works with several community-based organizations to grow students' networks of external supports.

Lavelle Prep collects a variety of quantitative and qualitative data to analyze the effectiveness of its social-emotional supports for students. In addition to the annual New York City Department of Education's survey, Lavelle Prep administers its own yearly survey and the results of annual Behavior Rating Inventory of Executive Function survey to assess progress. Ongoing feedback from teachers, students, and parents also inform program revisions.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Important Notes:

- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school's performance on each of the metrics, outline the specific targets for each metric, and also provide additional subsidiary detail on each calculation.
- Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements.

1. Near-Term Indicators:	
1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Variance
1d.	Composite Score
2. Sustainability Indicators:	
2a.	Total Margin
2b.	Debt to Asset Ratio
2c.	Debt Service Coverage Ratio

Summative Evidence for Benchmark 4:

Financial Condition

John W. Lavelle Preparatory Charter School appears to be in adequate financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

Overall Financial Outlook

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. John W. Lavelle Preparatory Charter School's composite score for 2015-2016 is 1.1. The table below shows the school's composite scores from 2013-2014 to 2015-2016.

John W. Lavelle Preparatory Charter School's Composite Scores
2013-2014 to 2015-2016

Year	*Composite Score*
2013-2014	-0.2
2014-2015	0.6
2015-2016	1.1

Source: NYSED Office of Audit Services

Near-Term Indicators

Near-term indicators of financial health are used to understand the current financial performance and viability of the school. The Charter School Office uses three measures:

The *current ratio* is a financial ratio that measures whether or not a charter school has enough resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the school is of paying its obligations, with a ratio under 1.0 indicating concern. For 2015-2016, John W. Lavelle Preparatory Charter School had a current ratio of 2.4.

Unrestricted cash measures, in days, whether the charter school can meet operating expenses without receiving new income. Charter schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2015-2016, John W. Lavelle Preparatory Charter School operated with 71 days of unrestricted cash.

Enrollment maximization measures whether or not a charter school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. John W. Lavelle Preparatory Charter School's enrollment stability for 2015-2016 was at 97 percent.

Long-Term Indicators

A charter school's *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2015-2016, John W. Lavelle Preparatory Charter School's debt to asset ratio was 0.8.

Total margin measures the deficit or surplus a charter school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2015-2016, John W. Lavelle Preparatory Charter School's total margin was 5 percent.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

The Charter School Office reviewed John W. Lavelle Preparatory Charter School's 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

Element	*Indicators*
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:
Lavelle Prep's board comprises members with a variety of skills and expertise that meet the needs of the school. While discussing the board's existing competencies during the renewal visit, members noted the plethora of education experience on the board as a strength but also pointed to the recent addition of two trustees with business backgrounds as a deliberate step to ensure strong governance of the total educational program and operations. The merger of Lavelle Prep and New Ventures Charter School into one education corporation, Integration Charter Schools (ICS), effective July 1, 2017, presented an opportunity for the board to act on this identified need.

The board utilizes a committee structure to conduct much of its oversight of both schools' academic programs, fiscal operations, and day-to-day management. In addition to an executive committee, the board maintains three committees: education and accountability; finance and audit; and, governance and nominating. Policy revisions often begin with committee discussions, according to board members.

The Lavelle Prep board conducts an annual evaluation of the ICS president. During the renewal visit interview, board members noted that the president's compensation is tied to goals in the formal evaluation tool and noted that the board sought comparable salary data early in the initial process. The president evaluates both school principals without board input.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

Element	*Indicators*
1. School Leadership	a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. Contractual Relationships ☐*N/A*	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

School Leadership

Lavelle Prep's leadership team communicates high expectations for student learning and supports the school community in achieving its goals. Leaders have clearly defined roles and responsibilities. The ICS president supervises all other members of the senior leadership team. The ICS structure bifurcates academic affairs from operations with a vice president in charge of each area. At the school, Lavelle Prep has a principal overseeing elementary grades and another for secondary grades. A director of special

education oversees services for students with disabilities across the school and liaises with the district Committee on Special Education. An assistant principal, directors of program evaluation, special projects, and counseling; and, other administrators provide additional leadership capacity to the educational program.

Lavelle Prep successfully recruits, hires, and retains key personnel. According to the renewal application, the overall staff retention rate throughout the charter term has been 85%. Leaders credit strong, mission-aligned hiring practices, inclusive pre-service training, and competitive benefits for retention success. During the leadership focus group held during the renewal visit, one senior leader remarked, "We pay a little more. That buys us about a year. It's the culture that keeps them here."

Professional Climate

Results from the NYSED-administered teacher survey indicate the school maintains a positive professional environment. Asked if Lavelle Prep establishes a healthy and sustainable workplace, more than 96% of teacher respondents answered in the affirmative.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Approaches

Element	*Indicators*
1. *Mission and Key Design Elements*	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Lavelle Prep remains faithful to its mission and implements most key design elements approved in its charter. As previously noted, the wellness program provides developmentally appropriate instruction in coping strategies, interpersonal skills, and decision-making across all grades. Lavelle Prep continues to work toward having dually certified teachers in every classroom. The school's talent pipeline project provides financial support for teachers working toward a second certification. School leaders reported 10 special education certified teachers at the time of the renewal visit.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Meets

Element	*Indicators*
1. *Targets are met*	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. *Targets are not met*	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Table 18
Student Demographics – John W. Lavelle Preparatory Charter School Compared to District of Location

	2015-2016			2016-2017		
	Lavelle Prep	CSD 31	Variance	Lavelle Prep	CSD 31	Variance
Students with Disabilities	38%	23%	+15	37%	26%	+11
English Language Learners	4%	5%	-1	3%	6%	-3
Economically Disadvantaged	73%	53%	+20	77%	55%	+22

Summative Evidence for Benchmark 9:

Consistent with its mission, Lavelle Prep enrolls a significantly higher percentage of students with disabilities (SWDs) than Community School District 31 (CSD 31). In 2015-2016, 38% of Lavelle Prep's students were SWDs compared to just 23% in CSD 31. The enrollment variance contracted slightly the following school year with Lavelle Prep maintaining an SWD enrollment rate of 37% while the district rate rose to 26%. The enrollment rate of economically disadvantaged (ED) students is also higher than in the local district average. Seventy-seven percent of Lavelle Prep's students were ED in 2016-2017 compared to 55% in CSD 31; 2015-2016 rates were 735 and 53%, respectively. The school enrolls a slightly lower percentage of ELLs compared to the district average; however, the renewal application points to the effectiveness of the school's supports as contributing to its strong ELL retention rate of 94%.

The school has made good faith efforts toward meeting all enrollment and retention targets. Efforts to attract more ELLs include translating written materials into languages other than English, providing interpretation services at school events, and working with community-based organizations to increase awareness of the school.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

Lavelle Prep has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter. At the time of the renewal review, the school reported one pending complaint filed with the Office of Civil Rights. The school sought approval from its previous authorizer for material revisions of its charter.