



New York State Education Department

2022-2023 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

John W. Lavelle Preparatory Charter School

Renewal Site Visit Date: November 30, 2022

Date of Final Draft Report: May 1, 2023

Date of Final Report: May 10, 2023

[Charter School Office](#)

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ATTACHMENT 4: 2022 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	John W. Lavelle Preparatory Charter School
Board Chair	Jill Patel
District of location	NYC CSD 31
Opening Date	Fall 2009
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: April 21, 2009 - April 20, 2014 • First Renewal Term: April 21, 2014 - June 30, 2018 • Second Renewal Term: July 1, 2018 - June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	K - Grade 12 / 902 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 12 / 902 students
Facilities	One Teleport Drive – Corporate Commons Staten Island, NY 10311 - Private Space
Mission Statement	<i>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, and integrates all students in its classes and activities. Full integration of students empowers them to break down barriers through the power of their daily academic and social experience, enabling them to develop the academic skill, emotional fluency, and confidence required to be successful students today and thoughtful, open-minded leaders tomorrow. In fostering both the academic and emotional growth of all students, Lavelle Prep serves as an innovative, holistic educational model for other high-performing schools.</i>
Key Design Elements	<ul style="list-style-type: none"> ● Inclusion ● Small Classes ● Integration of Technology ● College Focus ● Challenging Academic Curricula and High Expectations ● Data-Driven Instruction ● Wellness Curriculum ● Constructivist Teaching ● Behavioral Management System

¹ The information in this section was provided by the NYS Education Department Charter School Office.
John W. Lavelle Preparatory Charter School – 2022-2023 RENEWAL SITE VISIT REPORT

Requested Revisions (Revisions are not approved unless approved by the Board of Regents)

- Amend its organizational chart to reflect significant changes.
- Remove the Key Design Element from the school’s charter mentioning specific numerical class sizes within the Charter.
- Amend the Key Design Element ‘Innovative Charter’ to include “In instances where dually certified teachers cannot be hired, the position is filled with two teachers, a content teacher and a special education teacher, working as a team in order to ensure that all students with disabilities receive instruction from a special educator as well as a content teacher within their integrated classrooms for at least 60% of the normal school week.”

Noteworthy: John W. Lavelle Preparatory Charter School (Lavelle Prep) is recognized as a family school by stakeholders, and it is part of the Integration Charter Schools (ICS) network. The school serves a diverse student population in small class sizes. Lavelle Prep allocates 40 percent of its enrollment to include students with disabilities (SWD) and offers all students access to an inclusive collaborative setting. Lavelle Prep aims for each student to achieve college and career readiness through proficient-level mastery of New York State / Next Generation Learning Standards. Lavelle Prep provides every student with a wellness program to support social-emotional health and competence designed to reach the whole child. The school demonstrates high school graduation rates for learners, including SWDs and economically-disadvantaged (ED) students, that exceed NYS graduation rates.

As we move beyond the challenges of the past three years, we would like to acknowledge the heroic work of our charter schools that provided effective academic and social-emotional supports during the 2021-2022 school year, including participation in the New York State Testing Program (NYSTP) Grades 3-8 Assessments, all while keeping students and staff safe.

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **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 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

Current Grade Levels and Approved Enrollment

	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	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
Total Approved Enrollment	902	747	747	902	902

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
Grade Configuration	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
Total Proposed Enrollment	902	902	902	902	902

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to the Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school’s request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school’s performance in three broad areas:

1. The school’s **academic success** and ability to operate in an educationally sound manner;
2. The school’s **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school’s faithfulness to the terms of its charter and **adherence to applicable laws and regulations.**

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school’s policies and practices.

A one-day onsite renewal site visit was conducted at John W. Lavelle Preparatory Charter School on November 30, 2022. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, parents, students, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to parents, students, and teachers.

² This proposed chart was submitted by John W. Lavelle Prep in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

The team conducted ten classroom observations in K - Grade 12. The observations were approximately 15 minutes in length and conducted jointly with the executive director, school principals, leadership coaches, vice-president of education, and the CSO team. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

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

- **Current 2022-2023 organizational chart;**
- **2022-2023 master school schedule;**
- **Board materials (roster, minutes, and a narrative describing the board's self-evaluation process;**
- **2022 NYCDOE School Quality Reports showing survey results for Parents, Students, and Teachers (The CSO is unable to ascertain the validity of the aggregate results of the NYCDOE surveys as the response rates are not published);**
- **2021 CSO Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2022 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted annual reports during current charter term;**
- **School's 2022 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **School's 2022 renewal application;**
- **School's 2021 Notices of Deficiency/Concern;**
- **School's Family and Student Handbook;**
- **School and ICS websites;**
- **Lesson Plans submitted by classroom teachers during CSO site visit;**
- **2020-2022 ICS Board Meeting Minutes; and**
- **Teacher Observation Feedback sample.**

BENCHMARK ANALYSIS

The 2015 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 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

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 November 30, 2022 at Lavelle Prep, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Rating³**

2015 Performance Benchmark		Level
Educational Success	<p>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).</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Approaches
	<p>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.</p>	Meets
	<p>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.</p>	Meets
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	Meets
	<p>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.</p>	Meets
	<p>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.</p>	Meets
	<p>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.</p>	Meets
Faithfulness to Charter & Law	<p>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.</p>	Meets
	<p>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.</p>	Meets
	<p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p>	Approaches

³ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- Lavelle Prep is in year 13 of operation and serves students in K - Grade 12. During its current charter term, the school is rated as follows: Meets in eight benchmarks, and Approaches in two benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:**

Lavelle Prep offers a supportive, inclusive, diverse, and collaborative environment to its stakeholders. The school is meeting its goal to serve a population of SWDs that represents 40 percent of its total enrollment. Its SWD retention rate is nearly comparable with the district of location (DoL) NYC CSD 31 (a differential of one percentage point in 2021-2022). Lavelle Prep high school graduation rates meet BM 1 standards for all students and all subgroups. The school has made changes in its elementary and middle level curricula in response to a persistent double-digit percentage point negative differential to the district of location, NYC CSD 31, over the charter term. The low performance data led to the school's shift to a research-based, standards-aligned curriculum in 2022-2023, as a replacement of teacher developed lessons using the Wiggins and McTighe *Understanding By Design* process. As the curriculum revision is recent and state test scores are not yet available to assess its effectiveness, the school is using NWEA assessments to track student progress and inform instructional practice. The recently-appointed president of Lavelle Prep is bringing systematic updates to the organizational model through a 21st century diversity, equity, and inclusion lens.
- **Summary of Areas in Need of Improvement:**

Lavelle Prep's NYSTP Grade 3 - 8 student outcomes in ELA and mathematics fell below those of NYC CSD 31 in all grades and for all subgroups in this charter term (see BM 1). Lavelle Prep shows a five to seven percentage point negative differential in its enrollment of English language learners (ELLs) in comparison to NYC CSD 31. Lavelle Prep, governed by ICS, has compiled a generally mixed record of compliance with state and federal laws and the provisions of its charter. The school has not consistently followed CSO revision requirements and guidance during this term and has not fully met teacher certification requirements in each year of the renewal term.

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: Over the course of this charter term the trajectory for this benchmark has been consistent as an Approaches due to consistently scoring below their district of location (DoL), NYC CSD 31, and NYS on the NYSTP 3-8 Assessments.

A comparison of the 2018-2019 and 2021-2022 NYSTP 3-8 assessments in ELA shows this school has improved from 35 percent of their students trending upward or maintaining proficiency to 49 percent, an increase of +14 percentage points.

As mentioned above, Lavelle Prep's overall performance on the NYSTP 3-8 Assessments was below that of the DoL, and below the NYS overall performance in ELA (-28 percentage point differential to the DoL and -20 percentage point differential to NYS) and in mathematics (-26 percentage point differential to the DoL and -22 percentage point differential to NYS.)

Lavelle Prep's most recent, 2018, 4-year cohort Regents outcomes exceed NYS in each subject area by an average of 11 percentage points. The school's on-track to graduate rates are consistently above target and their 4-year graduation rate has been consistently near or equal to 100 percent for all students, including subgroups. The graduation rate for the most recent 2018 cohort was 92 percent, +5 percentage points above NYS.

See Attachment 1 for data tables and additional academic information.

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

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to the NYSL. 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. e. The curriculum is systematically reviewed and revised.
2. <i>Instruction</i>	<ul style="list-style-type: none"> 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.
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> a. The school uses a balanced system of formative, diagnostic and summative assessments. 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. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> a. The school provides support 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.

Academic Program for Elementary School/Middle School/High School:

- **Academic Program for ES:**

- *Orton Gillingham* - foundational skills in phonemic awareness, decoding, fluency are taught to all K – Grade 5 students
- Houghton Mifflin Harcourt (HMH) *Into Reading and Into Literature*
- Judith Hochman's *The Writing Revolution* (TWR)
- HMH *Into Math*
- Social Studies embedded in ELA curriculum
- Teacher-developed lessons in K – 2; *Amplify Science* in Grades 3 – 8
- Wellness support led by a school-wide counseling team
- Visual Arts/Chorus/Music
- Differentiation and supplemental instruction provided to all students during class, afterschool programs, during Saturday, and summer school programs
- Response to Intervention (RTI) using an array of supplemental and intervention programs

- **Academic Program for MS:**

- HMH *Into Reading and Into Literature*
- *The Writing Revolution*
- HMH *Into Math*.
- *Amplify Science*
- Social Studies taught as combination of teacher-created and purchased curricula
- Wellness support led by a school-wide counseling team
- Art
- Movement
- Differentiation and supplemental instruction provided to all students during class, afterschool programs, during Saturday, and summer school programs
- Response to Intervention (RTI) using an array of supplemental and intervention programs

- **Academic Program for HS:**

- Teacher-created curricula in ELA, math (Algebra 1, Algebra 2, Geometry, AP Stats), science (Physics, Earth Science, Living Environment, Marine Science, AP Bio, Chemistry), social studies (Econ/Government, Global 1, Global 2, US History).
- *The Writing Revolution*
- Foreign Language
- Movement
- Wellness support led by a school-wide counseling team
- Arts (Dance, Theater, Visual Arts, and Music).
- Advisory
- Response to Intervention (RTI) using an array of supplemental and intervention programs
- Differentiation and supplemental instruction for all students in class, and after school, Saturday, and summer programs
- A college preparatory environment where all students are prepared to achieve their post-secondary college and career goals

Academic Program for SWDs and ELLs:

- **SWDs:**
 - Full inclusion in all classes, facilitated by two or more teachers/support staff in every classroom to meet the individual needs of every learner through differentiated teaching and learning experiences
 - Response to Intervention (RTI) using an array of supplemental and intervention programs
 - Differentiation and supplemental instruction provided during class, afterschool programs, during Saturday, and summer school programs

- **ELLs:**
 - ENL teachers follow the push-in model and support teachers through lesson modification, use of technology to support language acquisition, and work with students in small groups
 - ENL teachers meet with the grade-subject team weekly to plan for the ELA RTI classes and identify specific needs for students
 - ENL teacher leader provides professional development to all staff to support the needs of all learners in their classrooms

Summative Evidence for Benchmark 2: Over this charter term, the trajectory for this benchmark has improved to a Meets from an Approaches due to curricular improvements at the elementary and middle levels.

1. Element: ***Curriculum:***

- **Indicator a:**

According to school documents reviewed by the site visit team (2022 Renewal Application, 2022 Self-Evaluation narrative), Lavelle Prep has updated its curricula to respond to the mid-term site visit feedback and to fulfill its corrective action plan to address low student outcomes in NYS 3-8 ELA and mathematics tests. The curricula now in use across Lavelle Prep elementary and middle divisions are: *HMH Into Math*, *HMH Into Reading* and *Into Literature*, and *Amplify Science* (Grades 3-8).

Lavelle Prep's use of *The Writing Revolution* teacher training program is in use school-wide to increase writing proficiency, literacy, and critical thinking for all students. To increase literacy support for the K - Grade 5 students, *Orton Gillingham*-trained teachers work with all students on basic reading skills. Teacher focus groups highlighted that *Into Math* and *Into Reading* are differentiated and provide specific lesson strategies for ELLs and SWDs. Teacher focus groups also spoke of the value added through the school's TWR partnership.

The high school (Grades 9 through 12) is academically successful and continues to use current teacher-created curriculum as the high school teachers are content experts with more experience in curriculum design. As shared by the 2022 Self-Evaluation narrative, the curriculum is aligned to the Next Generation Learning Standards (NGLS) and essential questions are used to learn through inquiry and exploration. In eight of the ten K - Grade 12 classes visited during the site visit, essential questions were outlined in the lesson plans; and in all ten classes, learning targets were listed on the board as well as in the lesson plan.

As reported by the 2022 Self-Evaluative narrative, computer-based interventions such as *I-READY*, *HMH Waggle*, *SeeSaw*, *Nearpod*, *NoRedInk*, *NewsELA*, *IXL*, *Imagine Math*, *Delta Math*, *Math Fish Tank*, and *MathBits* are used as supplemental personalized supports or interventions.

Ninety-five percent of respondents to the 2021 CSO Teacher Survey agreed that Lavelle Prep has a documented curriculum that is aligned to the NYSL.

- **Indicator b:**

Lavelle Prep teachers use a standard lesson plan template that establishes a learning target, “students will be able to” statements, references to standards alignment, tiered instruction for differentiation, assessment plan, functional/behavior intervention plan, and ELL modification plan, including grouping, independent or guided practice. Lesson plans also include agendas and exit ticket prompts. The CSO team reviewed lesson plans for all of the classrooms observed, and instruction was generally in accordance with the plans.

Open-ended comments in the 2021 CSO Teacher Survey describe the development, use, and modification of lesson plans to be intentional, flexible, and differentiated in order to meet the needs of diverse learners. Teachers identified how academically rigorous lessons translate into optimal learning experiences by using higher-order thinking questions, setting clear expectations, establishing standards-based learning outcomes, followed with success criteria that transitions student engagement from “I do, we do, you do” to demonstrating mastery of the content through exit tickets. Coaching and leadership feedback is provided for teachers through the *TeachBoost* platform, which follows the Danielson’s *Framework for Teaching*.

- **Indicator c:**

Lavelle Prep has established a tiered instructional support system for all teachers across K-12 which includes subject leaders, team leaders, and instructional coaches. School leaders highlight in the 2022 Renewal Application narrative that their instructional support model offers a structured and reliable approach to ensuring the curriculum is delivered correctly and aligned vertically and horizontally. Grades and subject teams meet at least once a week and division teams meet year-round to ensure vertical and standards alignment.

Following the mid-term site visit feedback, Integration Charter Schools (ICS) created and filled a new position for director of academic intervention. As indicated by the school renewal narrative, this role will enhance the RTI program by building on the three-tiered approach and creating and executing long-term and short-term goals.

Results of the 2021 CSO Teacher Survey indicate that 88 percent who responded agree that curriculum is horizontally aligned, and 86 percent who responded agree that there is vertical alignment between grades.

- **Indicator d:**

Lavelle Prep has a diverse student population with different learning needs. Teachers design their lesson plans to include and plan for each diverse learner through the use of a tiered instructional approach, small groups, teaching assistant notes, Specially Designed Instruction (SDI),

Supplementary Aids and Services (SAS), Functional Behavior Assessment (FBA), Behavioral Intervention Plan (BIP), ENL plans. All lesson plans reviewed by the CSO team included meaningful differentiation for all learners. Most classrooms observed during the site visit reflected differentiation through group work and or 1:1 student instructional support by a teaching assistant/paraprofessional/aide. Learning is made accessible for students through intentional lesson design and staff support. Most classrooms are small and include two or more teaching staff to support effective and meaningful differentiation.

Ninety-seven percent of teachers who responded to the 2021 CSO Teacher Survey agree that curriculum and materials are differentiated to provide opportunities for all students to master grade-level skills and concepts. During the site visit, teacher focus groups also confirmed that their diverse populations are better supported by the new curriculum shift; HMH *Into Math* and HMH *Into Reading*.

- **Indicator e:**

In its renewal application, school leaders describe the systematic process of curriculum review and revision as ongoing. Teacher teams are given time to adjust curriculum as needs arise and SDIs are revisited to ensure student needs are being met. As highlighted in the renewal narrative, individual, grade level, and school level achievement data is assessed to inform the review process. The school's narrative reports that they use this systematic process to review and differentiate the pacing for their Algebra 1 class. Students who are on track can take the course beginning in 9th grade and students who need extra support and intervention can take it over a course of two years.

According to the 2021 CSO Teacher Survey, 91 percent who responded agree that the curriculum is systematically reviewed and revised.

2. Element: ***Instruction:***

- **Indicator a:**

Teacher focus groups during the site visit demonstrated a common understanding of high-quality instruction by outlining the collegial collaboration that goes into lesson planning, which includes consideration of standards-based alignment and differentiation strategies. Teaching support staff and interventions were also mentioned as driving factors in individualized high-quality instruction that meets each students learning needs.

According to the 2021 CSO Teacher Survey, 93 percent of teachers who responded agree that school staff has a shared understanding of high-quality instruction that supports all learners. Additionally, 89 percent of teachers who responded agree that there is a uniform expectation for teachers' implementation of academic rigor in school.

During the site visit, the CSO team observed many of these instructional practices in most of the ten classes that were visited.

- **Indicator b:**

Lavelle Prep leaders report in the 2022 Renewal Application narrative that many of their students

have either disabilities, emotional challenges, or are economically-disadvantaged. Therefore, teachers design instruction to foster motivation and engagement for all students by using a student-centered approach and creating personalized learning plans for all learners. As indicated by the Renewal narrative, students who have reached mastery have access to enrichment stations, honors programs, or AP and college courses. School leaders also highlight in the Renewal Application that teams strategize strengths and weaknesses in their curriculum and review and revisit recommendations to ensure that instructional delivery is fostering engagement with all learners.

In the 2021 CSO Teacher Survey, 94 percent who responded agree that instructional delivery fosters engagement with all students. During the site visit, the CSO team attended a teacher team meeting which provided evidence of collegial planning and sharing of best practices to ensure learning needs are met for diverse students.

3. Element: **Assessment and Program Evaluation:**

● **Indicator a:**

According to the 2022 Renewal Application narrative, Lavelle Prep leaders describe assessments on a macro (school-wide) and micro (classroom) level. NWEA *Measures of Academic Progress* (NWEA-MAP) is administered two or three times yearly depending on grade level, and a variety of benchmark and formative assessments are used frequently to inform instruction. As noted in the Renewal narrative, decisions on curriculum modification, pacing, and reteaching are made through data collection of the NYS ELA/math/Regents assessments in addition to disaggregating data the school, grade, and class level.

Ninety-three percent of teacher respondents to the CSO Teacher Survey agree that the school uses a system of formative, diagnostic, and summative assessments.

● **Indicator b:**

The 2022 Renewal Application narrative states that ICS created and filled the position of director of program evaluation to oversee the use of qualitative and quantitative data to inform instruction and improve student outcomes. The narrative also indicates that attendance, achievement, and disciplinary data is reviewed at monthly meetings at the Education and Accountability Committee meeting.

During the site visit, the CSO team observed an Assessment and Intervention Meeting (AIM) which focused on the analysis of a specific students' data points, NWEA scores, and collaborative teacher input to create a learning plan that would best meet the needs of that student. During the site visit, school leaders affirmed that the goal is to keep their weekly AIM meetings focused on one student at a time to ensure that the customized plan of learning is effective and meaningful.

Results of the 2021 CSO Teacher Survey show that 94 percent agree that the school uses qualitative and quantitative data to inform instruction and improve student outcomes. Ninety-three percent agree that the school uses multiple measures to assess student progress toward State learning standards. In open-ended questions in the CSO survey, teachers report using *I-Ready*, *MAP*, discussion questions, observations, exit tickets, *Fountas and Pinnell*, and *IXL* data to inform their instruction and improve student outcomes.

- **Indicator c:**

In the 2022 Renewal Application narrative, school leaders state that qualitative and quantitative data is used by teachers and administration to evaluate and adjust instruction. The narrative also points out that attendance data, assessment data, and student, family, and staff satisfaction surveys are disseminated to Lavelle’s teams for analysis and discussion. Furthermore, the narrative highlights that qualitative and quantitative data is used to drive instruction and inform intervention plans on a student or class level.

School leaders in focus groups during the site visit referred to qualitative and quantitative data analysis to assess the quality and effectiveness of the academic program and to make modifications to the program accordingly. They said that this occurs during AIM meetings, common planning time, subject meetings, co-planning meetings, and teacher-leader meetings.

In the CSO teacher survey, 95 percent agree that the school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program. Ninety-three percent agree the school modifies its academic program after using data measurements.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:**

According to the 2022 Renewal Application narrative, and school leadership focus groups, all classes are taught by a dually certified teacher (special education and applicable subject area) and a teacher’s assistant or a content and special education teacher at least 60 percent of the normal school week. According to the narrative, time is given for teacher teams to create lesson plans that are differentiated, incorporate specially designed instruction, support for ENL students, and meet the needs of students with emotional challenges. Lavelle school leaders also highlight in the narrative that AIM meetings are held weekly to discuss interventions for at-risk students and counseling is available for all students with licensed clinicians during and after the school day. Wellness is part of the key design elements for Lavelle Prep, and students are scheduled to take two classes weekly to learn about their emotions, executive functioning, interpersonal relationships, create goals, and learn how to navigate with real world issues they are facing. The CSO team observed an AIM meeting with teachers discussing and creating an intervention plan for an at-risk student.

During the site visit, the CSO team observed a wellness class in which students were learning how facial expressions can be analyzed to determine how others are feeling. During the classroom observations, the CSO team also observed differentiated instructional strategies and materials in most classrooms; most notably teacher’s assistants working in small groups or providing modeling and tiered instructional support.

In the 2022 Renewal Application narrative, Lavelle Prep highlights that ENL teachers push-in to classrooms and pull-out students as needed to provide language support and students are tested a few times a year to measure progress. School leaders also highlight in the narrative that an ICS ENL coordinator works closely with content area teachers to ensure that their curriculum includes tiered instruction for ENL students ranging from light to substantial. During the site visit an ENL teacher was observed by the CSO team working with a student on an IPAD; although there was

no clear evidence that a language translation software was being used at that time, school leaders did mention that usually a language translation software is commonly used to support students in their L1 (language 1). During the focus groups, the ENL coordinator specified that their HMH program's online platform, HMH, is helpful in that it enables student accounts to be set as ENL focused, and provides vocabulary lists, and pre-teaching lessons to support learners.

According to the 2022 Renewal Application narrative, students with disabilities are provided support as classified in their Individualized Educational Plans (IEP), such as testing accommodations, related services, supplementary aids and supports, and specially designed instruction. The renewal narrative also indicates that the students with mandated services receive push-in support in the classroom to maximize learning time within the classroom. School leaders in the focus groups also mentioned that the HMH curriculum is well-designed to meet the needs of their diverse learners by including practice lessons, reteach lessons, graphic organizer, manipulatives, and table-top charts. The CSO team observed the use of most of these instructional strategies during the classroom visits. As per the renewal narrative, students in K-5 receive *Orton Gillingham* instruction.

Lavelle Prep leaders mention in the 2022 Renewal Application narrative that economically disadvantaged (ED) students are provided hotspots and laptops to continue using internet based interventions at home, and have the opportunity to attend academic support during lunch, afterschool, Saturday school, or summer school, in addition to having access to backpacks, uniforms, and other resources provided by community-based organizations in conjunction with ICS's counseling team. Lavelle Prep school leaders also indicate in the Renewal narrative that students are never excluded due to finances and therefore the school funds all school trips and graduation trips, activities, and events for Grades 5, 8, and 12.

The 2021 CSO Teacher Survey shows that 94 percent, 95 percent, and 95 percent of teachers who responded agree that the school provides support to meet the academic needs for SWD, ELL, and ED students, respectively. The 2021 CSO Student Survey shows the ninety-one percent of students agree that "Most or all of my teachers are available to help me with schoolwork." Eighty-six percent of students agree that "My teachers give me individual attention when I ask and even when I don't ask but need it." Eighty-five percent of students felt that "My teachers care about me." During the student focus group, students shared feeling safe, respected, and confidently suggested the CSO team consider placing their own children in the school.

- **Indicator b:**

According to the 2022 Renewal Application narrative, the director of special education is responsible for communicating to the student services team any pertinent information relayed by outside interventionists and service providers and for inviting them to attend team meetings; school-based special education coordinators, interventionists, counselors, ESL teachers, special education teachers, and teaching assistants also attend weekly meetings and disseminate information to parents as social-emotional or academic needs arise.

Ninety-five percent of respondents to the 2021 CSO Teacher Survey agree that the school has systems to monitor progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students. During the

site visit an AIM meeting was observed where teams were planning for individual student learning and behavior plans.

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

<u>Element</u>	<u>Indicators</u>
<p>1. <i>Behavior Management and Safety</i></p>	<p>a. The school has a clear approach to behavioral management, including a written discipline policy.</p> <p>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</p> <p>d. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>2. <i>Family Engagement and Communication</i></p>	<p>a. The school communicates with and engages families with the school community.</p> <p>b. Teachers communicate with parents to discuss students’ strengths and needs.</p> <p>c. 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.</p> <p>d. The school has a systematic process for responding to family or community concerns.</p> <p>e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</p>
<p>3. <i>Social-Emotional Supports</i></p>	<p>a. The school has systems or programs in place to support the social-emotional needs of students.</p> <p>b. School leaders collect and use data to track the socio-emotional needs of students.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.</p>

Summative Evidence for Benchmark 3: Over the course of this charter term, the trajectory for this benchmark has been consistent as a Meets.

2021 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

John W Lavelle Preparatory CS	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	796	150	19%	50%	-31
Student Survey (Grades 9-12)	204	182	89%	80%	9
Teacher Survey	84	59	70%	80%	-10

NOTE: Expected responses for parents and students is based on 2020-2021 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2021 Annual Report.

2022 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

John W Lavelle Preparatory Charter School		Response Rate	Survey Population	Total Responses
Parent	90% Confidence	30%	792	239
Student	95% Confidence	90%	210	189
Teacher	95% Confidence	84%	106	89

NOTE: The survey population for parents and students is based on 2021-2022 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2022 Annual Report.

The 2021 CSO Teacher, Parent, and Student Survey received a total of 150 parent responses (of a potential 796 at the school, a response rate of 19 percent); 59 teacher responses (of the 84 reported at the school, a response rate of 70 percent); and 182 student responses (of the 204 enrolled in Grades 9 -12 at the school, for a response rate of 70 percent).

The response rates of the 2021 CSO surveys of parents and teachers both failed to reach the target response rate and the aggregate results should not be considered dependable. The response rate of the 2021 CSO survey of students exceeded the target rate and the aggregate results should be considered dependable. The sample sizes for the responses to the 2022 CSO surveys each reached the minimum of 90 percent confidence and the student and teacher surveys reached 95 percent confidence. The aggregate results of all three 2022 CSO surveys for this school should be considered statistically dependable.

1. Element: **Behavior Management and Safety:**

● **Indicator a:**

Lavelle Prep’s school website includes a comprehensive student and family handbook that includes a description of the school’s behavior management system and a discipline policy that outlines disciplinary procedures and consequences of misbehavior.

According to the 2021 CSO Teacher Survey, 90 percent of teachers who responded agree that the school has high behavioral expectations for students and their responses are outlined below:

- Ninety percent agree that the school’s discipline policy is clear.
- Ninety-two percent agree that the school’s discipline policy is fair to all students.
- Eighty-seven percent agree the school’s discipline policy is fair to all students.

- Ninety-one percent agree that the school’s discipline policy is updated as necessary with feedback from faculty.
- Ninety-five percent agree that teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.

According to the 2022 NYC Department of Education School Surveys:

- Ninety-four percent of parents that responded felt that discipline is applied fairly to students at this school.
- Sixty-one percent of students that completed the survey agree that discipline is applied fairly in the school.
- Seventy-nine percent of teachers agree that discipline is applied to students fairly in the school.

In the student focus groups, all students agreed that the discipline policy is fair and they have not witnessed unaddressed behavioral issues; in general, they find it to be a low-conflict school with effective management systems in place.

In the 2022 Renewal Application narrative, Lavelle Prep school leaders describe the behavior management system, including the wellness program and Positive Behavior Intervention System (PBIS), which has decreased the rates of suspension. The narrative also discusses the newly appointed BIP and FBA Coordinators at ICS who focus on identifying behaviors and creating plans to teach students replacement behaviors, raising self-awareness, and coping strategies to support their holistic growth.

- **Indicator b:**

In the 2022 NYCDOE School Quality Report, 98 percent of teachers who responded agree that their students are safe in their classes and within the school building. Eighty-six percent of students agree that they feel safe in their classes and 74 percent of students who responded agree that they feel safe within the school building. Ninety-three percent of parents feel their child is safe at the school. In the 2021 CSO Surveys, 87 percent of parents and 96 percent of teachers who responded agree that the school provides a safe environment. In the student focus groups, all students agreed the new dean has been instrumental in creating a safe space at Lavelle Prep.

- **Indicator c:**

In the 2021 CSO Survey, 95 percent of teachers and 79 percent of parents who responded agree that the school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.

Lavelle Prep has a Dignity for All Students (DASA) policy. Dignity Act Coordinator information, disciplinary steps and leveled infractions, as well steps to reporting an incident are included in the Student and Family Handbook, which is available on the school’s website. In the 2021 CSO survey, 90 percent of teachers who responded agreed that they received a copy of the school’s DASA policy this year, and 98 percent who responded report receiving DASA training within the past four years.

- **Indicator d:**

According to the 2021 CSO Survey, 93 percent of teachers who responded agree that classroom environments support learning and are generally free from disruption. Ninety-three percent of teachers who responded agree that there is a uniform expectation for classroom management in the school. Eighty-two percent of students and 81 percent of parents who responded agree that classroom environments support learning and are generally free from disruption.

All observed classrooms during the CSO site visit were conducive to learning and free from disruption.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:**

During the CSO site visit parent focus group, most parents agreed that the school communicates and engages families through *ParentSquare* (communication app), *PowerSchool* (learning management system), phone calls, emails, and an open-door policy. Teacher focus groups also confirmed the use of these strategies to keep parents engaged and involved with the school community.

In the 2021 CSO Teacher Survey, 92 percent of teachers who responded agree that the school uses many methods of communication with families, and 95 percent of teachers who responded agree that the school provides opportunities for parent participation within the school community. Based on the 2021 CSO Parent Survey responses, board minutes, and parent focus group discussions, the level of parent involvement with the board continues to be low. Forty-five percent of parents agree that “I do not know when board meetings take place and I do not attend.” It is noteworthy that this is 17 percentage points higher than all charter school parent responses to the same survey question. During the board focus group meeting, the board members highlighted that while they continue to include a virtual option for parents to attend, parent participation remains low.

- **Indicator b:**

According to the 2022 Renewal Application narrative, Lavelle Prep school leaders state that they use several platforms for communication with families including *Class Dojo*, *ParentSquare*, *Google Classroom*, *PowerSchool*, telephone, email, in-person and virtual meetings. Quarterly parent-teacher meetings are conducted to keep parents informed and discuss students’ strengths and weaknesses.

During the CSO site visit, parents in focus groups confirmed that teachers communicate their children’s strengths and needs regularly with the platforms mentioned; similarly, teachers also confirmed they maintain regular contact with parents through the platforms mentioned in the renewal narrative. Ninety percent of parent respondents to the 2021 CSO Parent Survey agree that “I receive regular and timely information on my child’s academic progress in my home language.” Ninety-seven percent of teachers who responded agree with the same statement in the 2021 CSO Teacher Survey.

- **Indicator c:**

In the 2021 CSO Parent Survey, 91 percent of parents who responded agree that the school seeks

feedback from parents through surveys, meetings, or some other way. In the CSO Teacher Survey, 95 percent of teachers who responded agree with the same statement. According to the 2022 NYCDOE School Quality Review, 93 percent of parents who responded agree that “School staff regularly communicate with me about how I can help my child learn” and 94 percent of parents who responded agree that “I feel well-informed by the communications I received from my child’s school.”

- **Indicator d:**

Ninety-six percent of teachers who responded to the 2021 CSO Teacher Survey agree that the school has a systematic and transparent process for responding to family or community concerns. However, in the Parent Survey, 66 percent of parents who responded agree that the school has a complaint policy that is easy to find, and that the school has a complaint policy that is easy to understand. The Lavelle Prep complaint policy is included in the school’s Student and Family Handbook.

- **Indicator e:**

School leaders stated during the site visit that school-level academic data is shared with the school community at board meetings and through the school’s website. Upon review of Lavelle Prep’s school website, there is no evidence for this statement. The ICS website includes board minutes, board meeting calendar, agendas, and recorded meetings for 2022 and previous years, but school-level academic data is not found there.

In the 2021 CSO Teacher Survey, 95 percent of teachers who responded agree that the school informs parents about how it performs compared to other schools in the district and New York State. However, in the Parent Survey, 67 percent of parents agree with this statement.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:**

According to the 2022 Renewal Application narrative, wellness remains the backbone of Lavelle Prep programs and serves as a Tier 1 intervention as all students attend wellness classes two times per week. The renewal narrative also states Dialectical Behavior Therapy (DBT) STEPS-A has been implemented in the upper grades. According to school-collected data, students who have gone through the DBT curriculum have had a decrease in behavior incidents from 2016 to 2019. The narrative also states that social workers and counselors provide many supports including crisis interventions for students who are dysregulated or distressed and provide referrals to community resources.

The school is well-staffed to support the social-emotional needs of its students through counseling groups, in-class support, development and behavior intervention plans, attendance team follow-up, and the wellness program built into the schedule.

In their responses to the 2021 CSO Teacher Survey, 93 percent of teachers who responded agree that the school has social, emotional, and mental health programs and supports for all students. In the CSO Parent Survey, a lesser percentage, 81 percent who responded, agree with the same statement. Eighty-three percent agree that “I am aware of how the school supports student social-emotional development.” Eighty-five percent of students who responded to the 2021 CSO

Student survey agree that “Adults working at this school help students develop strategies to understand and control their feelings and actions.”

- **Indicator b:**

According to the 2022 Renewal Application narrative, Lavelle Prep leaders state that student social-emotional data is collected and shared amongst staff and teams to create intervention plans at AIM meetings, attendance team meetings, counseling team meetings, FPA/BIP progress meetings, IEP meetings, parent teacher conferences, and family meetings. Furthermore, the narrative also indicates that the data is disaggregated to subgroups including ED, ELL, and SWD. In the 2021 CSO Teacher Survey, 95 percent who responded agree that school leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.

- **Indicator c:**

In the 2021 CSO Teacher Survey, 88 percent who responded agree that the school leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. According to the 2022 Renewal Application narrative and the school leader focus group during the CSO site visit, the school shifted to *PowerSchool* student information system because of its enhanced data reporting features that also track social emotional learning.

Benchmark 4: Financial Condition

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

Finding: Meets

Summative Evidence for Benchmark 4: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Lavelle Prep is part of the Integration Charter Schools (ICS) education corporation. ICS appears to be in good financial condition as evidenced by performance on key indicators derived from the education corporation's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Integration Charter Schools' 2021-2022 composite score is 1.43.

**Composite Scores
2017-2018 to 2021-2022**

<i>Year</i>	<i>Composite Score</i>
2017-2018	2.54
2018-2019	2.24
2019-2020	1.97
2020-2021	3.00
2021-2022	1.43

It should be noted that generally accepted accounting principles require ICS to report a significant capital lease liability as well as a large depreciation of a portion of the lease and a lease adjustment, both of which are non-cash expenses. Both conditions negatively impacted its total margin and its composite score for the year ending June 30, 2022. ICS is in otherwise good financial condition.

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:

- The school has an accurate and functional accounting system that includes monthly budgets.
- The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
- 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.
- The school has and follows a written set of fiscal policies.
- The school has complied with state and federal financial reporting requirements.
- The school has and is maintaining appropriate internal controls and procedures.
- 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 absences of a going concern disclosure.

Summative Evidence for Benchmark 5: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

NYSED CSO reviewed ICS 2021-2022 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

In 2020, NYSED Office of Audit Services performed an audit of ICS' internal controls and board oversight during the period July 1, 2017 - July 31, 2019. A draft audit report released in August 2020 found that the board of trustees did not provide adequate oversight over certain financial transactions; did not prepare or implement comprehensive multi-year capital and financial plans; failed to prepare a full analysis of costs prior to committing ICS to significant legal and financial obligations; and made a loan to the Integration Foundation without a written contract. ICS responded to the report with a commitment to improving its oversight in alignment with the report's recommendations.

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

<u>Element</u>	<u>Indicators</u>
1. Board Oversight and Governance	<ul style="list-style-type: none">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: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **Board Oversight and Governance:**

- **Indicator a:**

According to the 2022 Renewal Application narrative, ICS has undergone many changes in board membership in the last few years, and is currently governed by a twelve member board, including four new trustees that have joined. Board member profiles are available on the ICS website. The board focus group acknowledged that they are actively seeking to diversify and recruit professional members with the help of the new president who joined the network in August 2022. The board focus group identified the committee structure set forth by its bylaws and most board members identify with at least one committee. The committees meet monthly prior to the full board meetings according to the posted schedule. The committees report to the full board each month, in writing and verbally, but the website and the minutes do not include the committee reports, either in summary or in entirety.

The 2022 Renewal Application narrative and board focus group stated that the ICS board includes individuals with expertise in key areas (finance, business, development, mental health, real estate, marketing, community organizations, public administration, quality management, and

those with access to public and private resources). The board focus group and renewal narrative highlighted that the board reviews the skills of each board member against the needs of the ICS network as part of its annual self-evaluation process.

- **Indicator b:**

The ICS board indicates that it engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy. However, no evidence about specific priority- and goal-setting for Lavelle Prep was available for review by the CSO team. Instead, the board describes its specific strategic priorities as the creation of additional charter schools, each with a unique purpose specific to the needs of the students served by the network.

- **Indicator c:**

The 2022 Renewal Application narrative states that the ICS board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals by creating and utilizing the following committees:

- The executive committee meets monthly with the president to review management challenges, projects, expansions.
- The finance and audit committee meets monthly with the president and the VP of finance to review the school's financial performance, reviewing actual revenue and spending against budget, and a proposal is then submitted to the board for approval.
- The governance and nominating committee lead the recruiting and appointing process for board of trustee members and oversee the evaluation process of the board.
- The education and accountability committee leads the review of the academic performance for all ICS schools and reviews student performance data and stakeholder satisfaction data to inform goals and modifications to programs as needed. The committee meets regularly with the president, the VP of academic affairs, the director of program evaluation, and other ICS school leaders to inform programmatic decisions.

At the time of the 2021 Mid-term Site Visit, the ICS board was developing dashboards to monitor progress for committee specific goals, and at the time of this report, the use of dashboards is referred to in each board meeting as indicated in the board meeting minutes. The June 2022, July 2022, September 2022, and October 2022 ICS board meeting minutes do not include NWEA MAP, performance assessment data, or social emotional data that provide evidence of board goal- or priority-setting for Lavelle Prep.

- **Indicator d:**

According to the 2022 Renewal Application narrative, school policies are reviewed and updated regularly based on authorizer requirements, legal changes, recommended best practices, and brought forth by the ICS administration and leadership, and reviewed by the board committees and updated to the personnel or student and family handbooks.

Indicator e:

As indicated in the 2022 Renewal Application narrative, the board evaluates school performance against annual organizational goals, academic goals, and fiscal performance, and uses key

indicators to create a summative report that informs evaluation of itself as a board, evaluation of the president and larger service providers. Smaller service providers are evaluated by the ICS school leadership. The performance evaluation is conducted through a collaborative process managed by the executive committee. According to the October 2020 board minutes, the president prepares a self-evaluation, the executive committee completes the annual evaluation, and the board chair reviews the evaluation with the president. The governance and management committee leads the annual self-evaluation. No additional detail or evidence of the implementation of these evaluative oversight processes was reviewed by the CSO site visit team.

- **Indicator f:**

During the site visit, conversations with the board focus group, and review of the board minutes, the board appears to have full awareness of its legal obligations to the school and stakeholders. ICS retains outside counsel to support and advise the board and organizational leaders; an advising consultant was recently hired to lead the board's governance and nominating committee to optimize board performance and engagement.

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.

<u>Element</u>	<u>Indicators</u>
<p>1. School Leadership</p>	<p>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.</p> <p>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.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
<p>2. Professional Climate</p>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>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.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
<p>3. Contractual Relationships □N/A</p>	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

Summative Evidence for Benchmark 7: Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **School Leadership:**

● **Indicator a:**

Lavelle Prep is one of four schools managed by the education corporation ICS, which is responsible for the school operations, staff, fiscal operations, human resources, data services, and oversees all school operations. According to the ICS organizational charts submitted for the 2022 site visit, the president reports to the executive board and oversees six vice presidents (senior vice president, vice president of mental health, vice president of education, vice president of human resources, vice president of security and facilities, and vice president of finance), which then oversee directors and assistant directors in their respective departments. The vice president of education oversees an executive principal who leads the school building principals at Lavelle Prep, who then oversee the assistant principals, who then oversee teacher leaders, coaches, and school staff.

According to the 2022 Renewal Application narrative, Lavelle Prep leadership team includes two principals, two co-principals, and one assistant principal throughout the elementary, middle, and high school divisions. The narrative also states that the director of education, principals, and director of special education oversee the implementation of special education services across all grades. The ICS senior vice president is responsible for the day-to-day operations of Lavelle Prep and other schools.

Ninety-five percent of teachers who responded to the 2021 CSO Teacher Survey agree that the school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. During the site visit and in focus groups, most teachers, parents, and students also agreed that there is effective school leadership at Lavelle Prep.

● **Indicator b:**

Roles and responsibilities for leaders, staff, management, and board members appear to be clearly defined at Lavelle Prep, and most members of the school community adhere to defined roles and responsibilities. In the CSO 2021 Survey, 93 percent of teachers who responded agree that the roles and responsibilities are clearly defined and adhered to. During the site visit, teacher focus groups stated that they felt supported and knew roles and responsibilities for staff members.

According to the 2022 Renewal Application narrative, a new president search committee was formed, and a recruiting firm was hired in January of 2022. At the time of the renewal site visit, a new president had been hired and was operating in his role since August 2022.

As stated in the 2022 Renewal Application narrative, there are academic instructional coaches that work with each department. However, in the 2022 organizational chart submitted for renewal, there is no mention of academic coaches.

● **Indicator c:**

Ninety percent of teachers who responded to the 2021 CSO Teacher Survey agree that the school has a clear and well-established communication system and decision-making processes in place that ensure effective communication across the school. In the site visit focus groups, teachers said

they believed that their perspective was considered in the selection and implementation of the new curriculum and that they felt supported by school leadership.

- **Indicator d:**

As stated in the leadership focus groups, Lavelle has found it a challenge to hire dually certified teachers. To meet the school's key design element to serve a special education student population of 40 percent, they incorporate a teaching model of a special education teacher and co-teacher or a dual-certification teacher and a teaching assistant for all students for 60 percent of the school week. School leader focus groups stated that the ICS teacher and assistant teacher pathway pipeline is supporting the school community in filling these needed areas. The school funds staff coursework and certification fees, and, when completed, promotes staff into needed positions.

According to the 2022 Renewal Application narrative, ICS offers a competitive salary which has resulted in to a 90 percent retention rate over the course of four academic years. However, the teacher focus groups described concerns with salaries and health benefits, and most teachers expressed that they should be compensated at the NYCDOE rate with similar health benefits. Eighty-six percent of teachers who responded to the 2021 CSO Teacher Survey agree that the school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions when warranted to remove ineffective staff members. Ninety-four percent of surveyed teachers agree that there is a long-term career pathway and opportunities for professional growth at the school.

The 2022 Renewal Application narrative describes the steps taken to ensure ineffective staff members are supported, offered a professional improvement plan, and removed if no progress is made.

2. Element: ***Professional Climate:***

- **Indicator a:**

According to information provided to the CSO team, in the 2022-2023 school year there are 105 employed teachers, of which 51 are dually-certified teachers, and 54 of whom are working towards dual certification. Forty-four teaching assistants are working towards certification, and three school aides working towards teaching assistant certification. The ICS website includes job postings for six movement teachers, two ELA teachers, seven wellness teachers, an FBA/BIP coordinator, one social worker, and 21 teaching assistants for the 2022-2023 school year. According to the chief operating officer, all positions have been filled except for one ELA teacher.

ICS retains a 19-member counseling staff to support the student population at its four schools. According to the organizational chart and leadership focus groups, ICS employs a vice president of mental health who leads the team of assistant director of mental health and 17 counselors (14 social workers, one school psychologist, and two mental health counselors).

There is also a new role for a director of diversity, equity, and inclusion/restorative justice coordinator, a director of communications, and a director of external relations. ICS employs a director of operations, a vice president of human resources that leads a team of an assistant director of human resources and associates, a vice president of security and facilities that leads

the security and facilities team, as well as a vice president of finance that leads the controller, director of accounting, and senior information technology manager, and their respective teams. In the 2021 CSO Teacher Survey, 94 percent of teachers who responded agree that the school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.

- **Indicator b:**

According to the 2022 Renewal Application narrative and site visit teacher and leader focus groups, the school has established structures for frequent collaboration among teachers. As per the 2021 CSO teacher survey, 95 percent of teachers who responded agree that the school has established procedures for effective collaboration. Focus groups referenced team meetings, department meetings, AIM meetings, staff meetings, planning time, and teacher/professional leadership meetings.

- **Indicator c:**

As noted by the CSO site visit and in focus groups, teachers and leaders agree that staff have requisite skills, expertise, and professional development necessary to meet the students' needs. Lavelle Prep uses coaching, mentoring, and peer feedback as embedded professional development strategies to support staff in meeting student needs as well as building their practice using student data to track and modify instruction as needed. The CSO team observed an AIM meeting and Math Team Meeting, in which student data and teaching/learning strategies were shared to ensure best practices are in place across the network.

Results of the 2021 CSO Teacher Survey provide evidence that respondents agree that the school helps them attain needed skills and expertise:

- Ninety percent of teachers who responded agree that the school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.
- Eighty-nine percent of teachers who responded agree that the school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.
- Eighty-eight percent of teachers who responded agree that the school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: SWDs, ELLs and EDs.

- **Indicator d:**

According to 2022 Renewal Application narrative and school leadership focus groups, teachers are frequently observed formally and informally by school leaders, team leaders, coaches, and peers. The school uses *TeachBoost*, a platform for teacher coaching, evaluation, and feedback, which incorporates Danielson's Framework domains selected by the leadership team. A sample teacher classroom observation feedback sample was shared with the CSO team during the site visit, including Danielson's Framework domains: 2a, 2b, 2d, 3a, 3b, 3c, 3d, and qualitative feedback.

Results of the 2021 CSO teacher survey indicate that 97 percent of teachers who responded agree that the school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teachers and other staff.

- **Indicator e:**

According to the 2022 Renewal Application narrative, Lavelle Prep school leaders highlight that staff is regularly polled through in-house surveys, NYC DOE Satisfaction survey, and offered an open and collegial environment to provide feedback. The narrative also states that staff attend offsite retreats and brainstorming sessions to provide their input on strengths, weaknesses, opportunities, and threats for the school community. This is evidenced by the 2021 CSO Teacher Survey in that 95 percent of teachers who responded agree that the school has mechanisms to solicit teacher and staff feedback to gauge their satisfaction.

3. Element: ***Contractual Relationships:***

- **Indicator a:** N/A
- **Indicator b:** N/A
- **Indicator c:** N/A

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: Meets

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

Summative Evidence for Benchmark 8: Over this charter term, the trajectory for this benchmark has improved from Approaches to a Meets.

1. Element: **Mission and Key Design Elements:**

1. **Indicator a:**

School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter, as reflected in school materials, focus groups, board minutes, and surveys.

In the student and family handbook, the mission statement is expanded into a broader statement: *The John W. Lavelle Preparatory Charter School (Lavelle Prep) provides a rigorous college preparatory education that equips and empowers students for success in college and in life. The school welcomes all students, including those living with emotional challenges, and will integrate all students in classes and activities. Full integration of students helps them break down barriers through the power of their daily academic and social experience, enabling them to develop the academic skills, emotional fluency, and confidence to be successful students today and thoughtful, open-minded leaders tomorrow. In fostering both the academic and emotional growth of all students, Lavelle Prep will serve as an innovative, holistic educational model for other high performing schools.*

Results of the 2021 CSO Parent Survey show that 83 percent of parents who responded feel that the school is fulfilling its mission. Parents in focus groups were able to identify most key aspects of the school’s mission and design elements. Most teachers responding to the survey are able to articulate that the school’s goal is to prepare students for college, and that the school welcomes all students.

2. **Indicator b:**

Lavelle Prep has nine key design elements. Two are partially implemented and seven are fully implemented.

- **Inclusion** - This key design element is partially implemented. All class lessons are fully integrated with dually certified teachers.

- All classes at Lavelle Prep are taught as full inclusion classes, but not all classes are taught by dually certified teachers. Lavelle Prep and ICS leaders acknowledge this shortfall and have set up salary incentives to attract qualified applicants and retain qualified teachers, established a Teaching Pathways Program for dual special education certification for teachers, and initial certification for teaching assistants. As mentioned in the 2022 Renewal Application narrative and in site visit focus groups, classes that are not taught by a dually certified teacher are co-taught by a special education teacher and co-teacher with a teaching assistant.
- **Small Classes** - This key design element is implemented.
Lavelle Prep ensures consistent small class size. Lavelle Prep’s charter renewal application requests a revision to include the language “small class size” and remove all mention of specific class sizes. During the CSO site visit, none of the classes observed exceeded 14 students.
 - **Integration of Technology** - This key design element is implemented.
During the CSO site visit, students and teachers were seen incorporating technology into teaching and learning, through *SmartBoards*, student *chromebooks* or *IPads*, or specific software. Ninety-two percent of parents responding to the 2021 CSO Parent Survey agree that their child has access to a tech device for school when needed for remote learning. Teachers and students in the focus groups outlined the use of technology in their daily routines. The executive board focus group and the 2022 Renewal Narrative highlight that all students were provided hotspots and laptops to ensure learning equity.
 - **College focus** - This key design element is implemented.
Lavelle Prep provides information about colleges, courses, and admissions requirements. During the CSO site visit, the team found designated college and career staff at Lavelle Prep that work with students through the college application process and with school alumni who may need support at a later time. College and career staff further highlighted that some students who do not move forward with college get support in enrolling in vocational programs or life skills programs to continue career preparation beyond Lavelle Prep. Results of the 2021 CSO Student Survey show that 88 percent of students agree that the school provides college prep assistance and information.
 - **Challenging Academic Curricula and High Expectations** - This key design element is implemented.
Based on authorizer feedback, Lavelle Prep leadership revamped their curriculum to shift from teacher-created curriculum to commercially-produced research-based curricula for K – Grade 8 in most academic subjects, implementing HMH Into mathematics and reading/literature, *Amplify Science*, and a standards-aligned social studies program. The 2022 Renewal Application narrative also indicates the network implemented NWEA MAP for assessments and continues to utilize *The Writing Revolution (TWR)* and *Orton-Gillingham* methods to teach reading and writing across grades and contents. According to the 2022 Renewal Application narrative, the high school curriculum remains teacher-created with supplemental resources, based on the success of student academic achievement in that division.

Results of the 2021 CSO Student Survey show that 72 percent agree that classes are challenging. Results of the 2022 NYC DOE School Survey indicate that 73 percent of students feel that their teachers have high expectations of them. Most students in the focus groups during the CSO site visit agreed that classes are challenging, and that they are held to high expectations by their teachers. During the CSO team classroom observations, challenging academic curricula, grade-appropriate content, and high expectations were observed in all classrooms.

- **Data-Driven Instruction** - This key design is implemented.
See BM2 for discussion.
- **Wellness Curriculum** - This key design is implemented.
See BM 2.4A for discussion.
- **Constructivist Teaching** - This key design element is partially implemented.
Constructivist teaching, as evidenced by practices such as cooperative student teaching/learning, student inquiry-based learning, or collaborative (peer) learning was observed in some classrooms and in some lesson plans, but not all.
- **Behavioral Management System** - This key design element is implemented.
See Benchmark 3.1 for discussion.

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

<u>Element</u>	<u>Indicators</u>
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	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>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.</p> <p>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.</p>

Summative Evidence for Benchmark 9: Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to total and subgroup enrollment that generally meets contractual obligations.

1. Element: *Targets are met:*

- **Indicator a:** Lavelle Prep has exceeded target enrollment of SWD and ED students each year of the current charter term. The school meets its chartered obligation for total enrollment. In 2021-2022, the school enrolled 88 percent of its contracted total enrollment.

2. Element: *Targets are not met:*

- **Indicator a:** Lavelle Prep’s enrollment of ELL students is currently -7 percentage points lower than its DoL, NYC CSD 31. ELL enrollment has hovered among -5 percentage points and -7 percentage points over the current charter term.
- **Indicator b:** The school is implementing strategies to boost the enrollment number of ELL students through a more robust outreach to families and the communities on Staten Island.
- **Indicator c:** The school is working on a more extensive tool to evaluate the effectiveness of its outreach and recruitment strategies.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. Legal Compliance	<p>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.</p> <p>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to issues noted in the mid-term site visit report and below.

1. Element: **Legal Compliance:**

- **Indicator a:**

Lavelle Prep has compiled a mixed record of compliance with state and federal laws, and the provisions of its charter, throughout the current term. In April 2019, the NYSED Office of Special Education reported that during a site visit at the school, school administrators stated that parents of students with behavioral challenges or who required a more restrictive setting than the school provides were encouraged to seek a different school for their child; a violation of the law. While the issue has been resolved, emails to the CSO demonstrate a number of informal complaints regarding student discipline concerns have been received over the charter term.

Over the current charter term, compliance issues in the areas of financial management and authorizer reporting were also noted. In its October 2018 management letter, the school's auditor identified several financial management issues. These were noted as resolved by the auditor in 2019. In 2020, NYSED Office of Audit Services performed an audit of ICS internal controls and board oversight over the period from July 1, 2017, through July 31, 2019. A draft audit report was released on August 6, 2020, noting continued fiscal concerns. The education corporation received additional correspondence from the Office of Audit Services dated December 22, 2022, which included recommendations related to the need to follow fiscal procedures and maintain documentation. The education corporation was also required to return federal funds due to expenditures that could not be accounted for.

According to Teacher Certification Summary Reports, the school has not fully met statutory requirements for teacher certification. The school reported uncategorized, uncertified teachers in the 2018-2019 and 2021-2022 annual reports, a violation of the Education Law.

- **Indicator b:**

The school has engaged in several areas of corrective action during the second renewal term.

The school submitted a Corrective Action Plan on July 30, 2021 to address the school's elementary/middle school assessment outcomes from 2018-2019. As noted in BM1, the school's overall and subgroup population (ED, ELL, and SWD) performance is below that of NYC CSD 31, and below NYS average performance in both ELA and mathematics. Corrective action to improve performance at the elementary and middle levels is ongoing.

In 2018-2019 Lavelle Prep received a NYSED Office of Special Education CAP based on the failure to provide appropriate testing accommodations for SWDs per IEP. The CSO issued a Notice of Concern to ICS in February 2020 for failure to provide timely reporting information and for continued failure to meet academic performance standards in the Lavelle Prep Grade 3 - 8 ELA and mathematics program. ICS responded on March 30, 2020, with a letter describing leadership and organizational changes made in its executive cabinet and finance department (including the creation of a compliance and reporting team), and in the structure, leadership, and instructional practices of Lavelle Prep. These changes were observed during the renewal site visit at the school.

- **Indicator c:**

Lavelle Prep has sought non-material revisions to its charter in the second renewal term.

According to the mid-term site visit report, the school has not consistently followed CSO revision requirements and guidance during this term. For example,

- Organizational charts submitted with annual reports over the charter term show the organizational structure has been modified over time, with changes in positions and responsibilities. The school is now seeking a few changes to help maintain its standard of service to the students. Lavelle Prep is seeking to amend its organizational chart to reflect new staffing structure including movement within the organization, new hires, and new positions as well as their reporting structures (e.g., the vice president of external affairs/chief of staff has been promoted to senior vice president; the position of director of diversity, equity and inclusion was created as was the director of wellness programs).
- Lavelle Prep was required to serve a maximum of 902 students starting in the 2016-2017 school year. They failed to serve the required number of students in the 2018-2019 and 2019-2020 school years. In August 2019, the school informally requested a retroactive nonmaterial revision to decrease its authorized enrollment from 902 to 747 for both the 2018-2019 and the 2019-2020 school years. According to a CSO email to the school, dated April 30, 2020, a non-material revision (to change the enrollment pattern and not offer enrollment to K-2nd grade students due to facility limitations) for the 2019-2020 school year was retroactively approved for a reduction in enrollment for 2018-2019 and 2019-2020. As per the charter agreement, the email states, Lavelle resumed full enrollment in 2021-2022 in a new facility.
- The school is requesting a change in the key design element in the school's charter to remove the numerical class size within the charter and instead use the language "small

class size.” During the mid-term site visit, several classes had to 18 or more students while the key design element indicates classes will be no larger than 15 students.

- The school seeks to amend the key design element “Innovative Charter.” In instances where dually-certified teachers cannot be hired, the position is filled with two teachers, a content teacher and a special education teacher working as a team in order to ensure that all students with disabilities receive instruction from a special educator as well as a content teacher within their integrated classrooms. This amendment includes a revision to the wording of special education hours from 4.5 hours to 60% of the normal school week.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

JOHN W LAVELLE PREPARATORY CHARTER SCHOOL

BEDS Code

353100860959

2021-2022 Enrollment

792

ESEA Accountability Designation (2021-2022):

This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT #31
Total Public School Enrollment of Resident Students attending Charter Schools:	4%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-12
Address:	1 CORPORATE COMMONS-1 TELEPORT DR STATEN ISLAND NY 10311
Website:	www.lavelleprep.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - STATEN ISLAND
Regent:	CHRISTINE D. CEA
Active Date:	7/1/2009
Authorizer:	NYS BOR
CEO:	JENNA CURRAN
CEO Phone:	(929) 399-8100
CEO Email:	jcurran@lavelleprep.org
BOT President:	JILL PATEL
BOT President Phone:	(646) 460-4467
BOT President Email:	JillPatel@si.rr.com
Institution ID:	80000064491

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Office Information

Regional Liaison:	Paolo Giovine
Performance Framework:	2015
Current Term:	7/1/18-6/30/23
2018-2019	Check-in
2019-2020	Check-in
2020-2021	Midterm
2021-2022	Check-in
2022-2023	Renewal

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

2022 CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	90% Confidence	30%	792	239
Student Survey (Grades 9-12)	95% Confidence	90%	210	189
Teacher Survey	95% Confidence	84%	106	89

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

JOHN W LAVELLE PREPARATORY CHARTER SCHOOL

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

JOHN W LAVELLE PREPARATORY CHARTER SCHOOL

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

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

John W Lavelle Preparatory CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	43%	38%	41%	41%	32%	22%	18%	32%
2016-2017	39%	26%	0%	38%	30%	14%	8%	30%
2017-2018	41%	25%	44%	40%	34%	21%	19%	34%
2018-2019	35%	17%	29%	33%	32%	18%	25%	31%
2021-2022	49%	40%	56%	46%	11%	6%	14%	9%

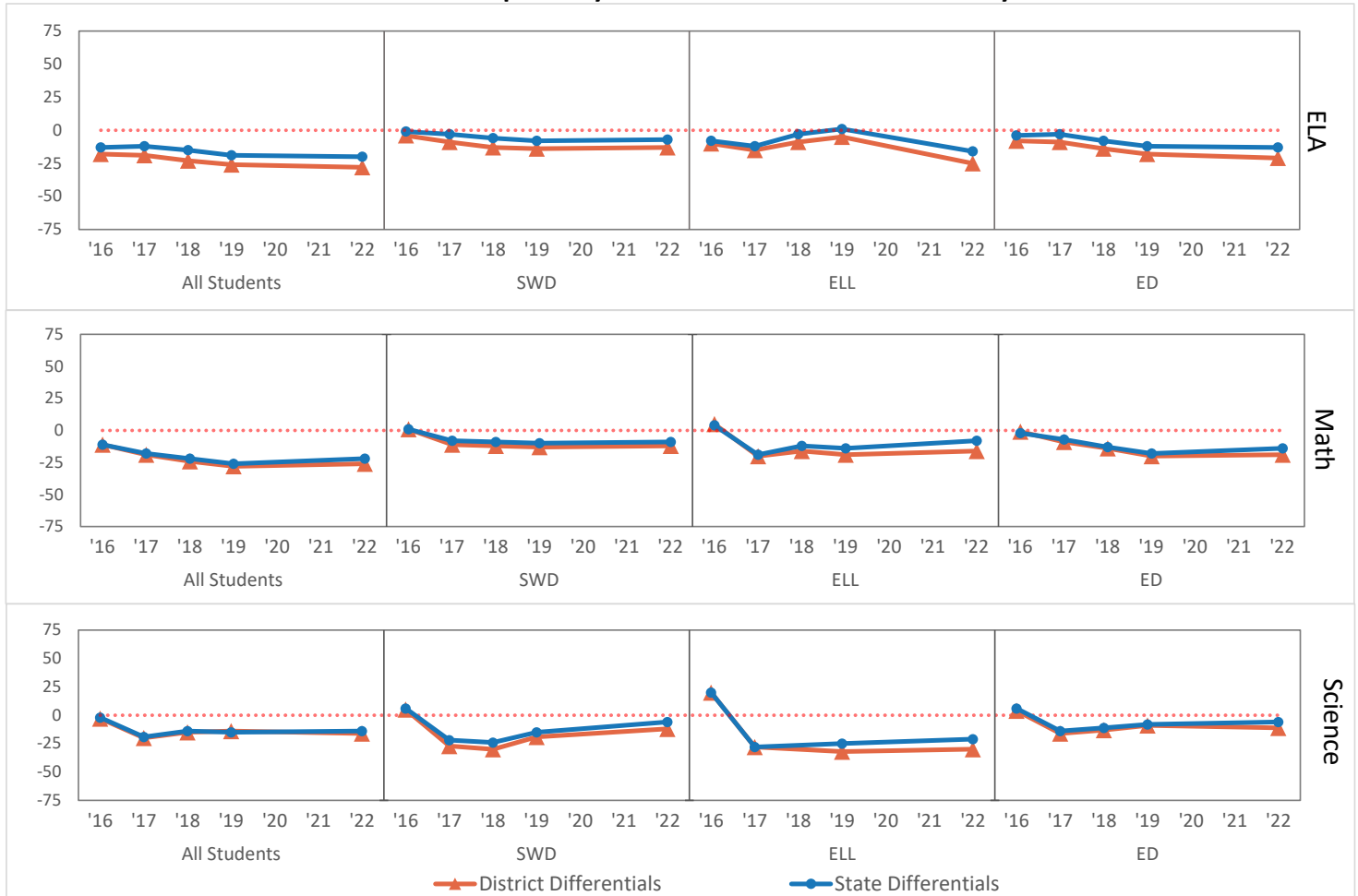
*See NOTES (2), (3), (7), and (8).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
 Comparison of
 John W Lavelle Preparatory Charter School and New York City CSD 31



*See NOTES (1), (2), (3), and (6).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS
All Students	2015-2016	24%	42%	-18	37%	-13	24%	35%	-11	35%	-11	59%	62%	-3	61%	-2
	2016-2017	28%	47%	-19	40%	-12	22%	41%	-19	40%	-18	56%	76%	-20	75%	-19
	2017-2018	30%	53%	-23	45%	-15	23%	47%	-24	45%	-22	63%	78%	-15	77%	-14
	2018-2019	27%	53%	-26	46%	-19	21%	49%	-28	47%	-26	60%	74%	-14	75%	-15
	2021-2022	27%	55%	-28	47%	-20	17%	43%	-26	39%	-22	55%	71%	-16	69%	-14
SWD	2015-2016	7%	11%	-4	8%	-1	10%	9%	+1	9%	+1	38%	33%	+5	32%	+6
	2016-2017	8%	17%	-9	11%	-3	6%	17%	-11	14%	-8	31%	58%	-27	53%	-22
	2017-2018	11%	24%	-13	17%	-6	9%	21%	-12	18%	-9	33%	63%	-30	57%	-24
	2018-2019	7%	21%	-14	15%	-8	8%	21%	-13	18%	-10	37%	56%	-19	52%	-15
	2021-2022	9%	22%	-13	16%	-7	5%	17%	-12	14%	-9	40%	52%	-12	46%	-6
ELL	2015-2016	0%	10%	-10	8%	-8	18%	13%	+5	14%	+4	45%	25%	+20	25%	+20
	2016-2017	0%	15%	-15	12%	-12	0%	20%	-20	19%	-19	20%	48%	-28	48%	-28
	2017-2018	22%	31%	-9	25%	-3	17%	33%	-16	29%	-12	-	-	-	-	-
	2018-2019	26%	31%	-5	25%	+1	17%	36%	-19	31%	-14	33%	65%	-32	58%	-25
	2021-2022	13%	38%	-25	29%	-16	17%	33%	-16	25%	-8	29%	59%	-30	50%	-21
ED	2015-2016	23%	31%	-8	27%	-4	23%	24%	-1	25%	-2	57%	53%	+4	51%	+6
	2016-2017	27%	36%	-9	30%	-3	22%	31%	-9	29%	-7	54%	70%	-16	68%	-14
	2017-2018	28%	42%	-14	36%	-8	21%	35%	-14	34%	-13	59%	72%	-13	70%	-11
	2018-2019	24%	42%	-18	36%	-12	19%	39%	-20	37%	-18	59%	68%	-9	67%	-8
	2021-2022	24%	45%	-21	37%	-13	14%	33%	-19	28%	-14	53%	64%	-11	59%	-6

*See NOTES (1), (2), (3), (6), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

		ELA					Math					Science				
		John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS
Grade 3	2016-2017	24%	51%	-27	43%	-19	21%	49%	-28	49%	-28	-	-	-	-	-
	2017-2018	33%	57%	-24	51%	-18	23%	56%	-33	54%	-31	-	-	-	-	-
	2018-2019	22%	60%	-38	52%	-30	15%	55%	-40	55%	-40	-	-	-	-	-
	2021-2022	29%	57%	-28	46%	-17	32%	53%	-21	48%	-16	-	-	-	-	-
Grade 4	2016-2017	7%	46%	-39	41%	-34	9%	44%	-35	43%	-34	59%	87%	-28	86%	-27
	2017-2018	18%	57%	-39	48%	-30	16%	49%	-33	48%	-32	79%	90%	-11	89%	-10
	2018-2019	22%	53%	-31	48%	-26	16%	54%	-38	51%	-35	86%	87%	-1	86%	0
	2021-2022	17%	49%	-32	42%	-25	21%	46%	-25	43%	-22	81%	82%	-1	80%	+1
Grade 5	2016-2017	20%	42%	-22	36%	-16	30%	45%	-15	43%	-13	-	-	-	-	-
	2017-2018	21%	42%	-21	37%	-16	17%	44%	-27	44%	-27	-	-	-	-	-
	2018-2019	4%	44%	-40	38%	-34	15%	49%	-34	46%	-31	-	-	-	-	-
	2021-2022	16%	45%	-29	38%	-22	11%	42%	-31	37%	-26	-	-	-	-	-
Grade 6	2015-2016	23%	38%	-15	35%	-12	32%	39%	-7	40%	-8	-	-	-	-	-
	2016-2017	24%	39%	-15	33%	-9	30%	42%	-12	40%	-10	-	-	-	-	-
	2017-2018	39%	58%	-19	49%	-10	34%	45%	-11	44%	-10	-	-	-	-	-
	2018-2019	30%	55%	-25	47%	-17	18%	48%	-30	47%	-29	-	-	-	-	-
	2021-2022	34%	62%	-28	57%	-23	7%	39%	-32	39%	-32	-	-	-	-	-
Grade 7	2015-2016	20%	42%	-22	36%	-16	28%	38%	-10	36%	-8	-	-	-	-	-
	2016-2017	32%	50%	-18	42%	-10	29%	39%	-10	38%	-9	-	-	-	-	-
	2017-2018	22%	49%	-27	40%	-18	36%	44%	-8	42%	-6	-	-	-	-	-
	2018-2019	28%	49%	-21	40%	-12	33%	45%	-12	44%	-11	-	-	-	-	-
	2021-2022	29%	58%	-29	48%	-19	13%	43%	-30	36%	-23	-	-	-	-	-
Grade 8	2015-2016	29%	47%	-18	41%	-12	7%	26%	-19	24%	-17	59%	62%	-3	61%	-2
	2016-2017	42%	52%	-10	46%	-4	5%	25%	-20	22%	-17	54%	62%	-8	59%	-5
	2017-2018	40%	56%	-16	48%	-8	6%	39%	-33	31%	-25	54%	62%	-8	59%	-5
	2018-2019	46%	56%	-10	48%	-2	26%	43%	-17	34%	-8	41%	56%	-15	56%	-15
	2021-2022	32%	59%	-27	50%	-18	24%	27%	-3	27%	-3	35%	50%	-15	50%	-15

*See NOTES (1), (3), (6), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS
Grade 3	2016-2017	15%	22%	-7	15%	0	8%	25%	-17	22%	-14	-	-	-	-	-
	2017-2018	18%	31%	-13	24%	-6	6%	32%	-26	28%	-22	-	-	-	-	-
	2018-2019	11%	30%	-19	23%	-12	11%	31%	-20	28%	-17	-	-	-	-	-
	2021-2022	11%	29%	-18	20%	-9	16%	29%	-13	24%	-8	-	-	-	-	-
Grade 4	2016-2017	0%	20%	-20	13%	-13	0%	21%	-21	17%	-17	38%	74%	-36	69%	-31
	2017-2018	6%	29%	-23	19%	-13	7%	25%	-18	21%	-14	56%	81%	-25	75%	-19
	2018-2019	7%	22%	-15	18%	-11	7%	25%	-18	22%	-15	80%	73%	+7	69%	+11
	2021-2022	5%	19%	-14	14%	-9	0%	23%	-23	18%	-18	75%	66%	+9	60%	+15
Grade 5	2016-2017	11%	13%	-2	9%	+2	11%	19%	-8	15%	-4	-	-	-	-	-
	2017-2018	0%	18%	-18	11%	-11	7%	20%	-13	17%	-10	-	-	-	-	-
	2018-2019	0%	14%	-14	11%	-11	8%	19%	-11	17%	-9	-	-	-	-	-
	2021-2022	0%	15%	-15	11%	-11	0%	16%	-16	13%	-13	-	-	-	-	-
Grade 6	2015-2016	9%	10%	-1	7%	+2	7%	10%	-3	11%	-4	-	-	-	-	-
	2016-2017	0%	10%	-10	7%	-7	3%	14%	-11	11%	-8	-	-	-	-	-
	2017-2018	19%	25%	-6	16%	+3	19%	17%	+2	15%	+4	-	-	-	-	-
	2018-2019	10%	21%	-11	15%	-5	4%	17%	-13	15%	-11	-	-	-	-	-
	2021-2022	15%	26%	-11	22%	-7	3%	10%	-7	11%	-8	-	-	-	-	-
Grade 7	2015-2016	6%	10%	-4	7%	-1	19%	9%	+10	8%	+11	-	-	-	-	-
	2016-2017	10%	16%	-6	11%	-1	10%	10%	0	10%	0	-	-	-	-	-
	2017-2018	0%	19%	-19	12%	-12	6%	15%	-9	13%	-7	-	-	-	-	-
	2018-2019	3%	15%	-12	10%	-7	11%	13%	-2	13%	-2	-	-	-	-	-
	2021-2022	12%	20%	-8	16%	-4	0%	11%	-11	10%	-10	-	-	-	-	-
Grade 8	2015-2016	7%	14%	-7	9%	-2	5%	7%	-2	6%	-1	38%	33%	+5	32%	+6
	2016-2017	12%	17%	-5	13%	-1	5%	6%	-1	5%	0	29%	35%	-6	31%	-2
	2017-2018	21%	22%	-1	16%	+5	3%	12%	-9	10%	-7	24%	39%	-15	32%	-8
	2018-2019	7%	22%	-15	15%	-8	8%	15%	-7	11%	-3	12%	31%	-19	29%	-17
	2021-2022	10%	24%	-14	17%	-7	10%	7%	+3	8%	+2	21%	31%	-10	25%	-4

*See NOTES (1), (2), (3), (6), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS
Grade 3	2016-2017	24%	40%	-16	32%	-8	21%	38%	-17	37%	-16	-	-	-	-	-
	2017-2018	29%	46%	-17	40%	-11	17%	45%	-28	43%	-26	-	-	-	-	-
	2018-2019	17%	49%	-32	42%	-25	9%	45%	-36	44%	-35	-	-	-	-	-
	2021-2022	30%	45%	-15	35%	-5	31%	40%	-9	36%	-5	-	-	-	-	-
Grade 4	2016-2017	7%	35%	-28	31%	-24	9%	32%	-23	32%	-23	60%	82%	-22	80%	-20
	2017-2018	16%	46%	-30	38%	-22	12%	38%	-26	37%	-25	76%	86%	-10	84%	-8
	2018-2019	18%	41%	-23	38%	-20	14%	43%	-29	40%	-26	84%	82%	+2	81%	+3
	2021-2022	11%	37%	-26	30%	-19	16%	35%	-19	31%	-15	88%	75%	+13	72%	+16
Grade 5	2016-2017	22%	32%	-10	25%	-3	34%	34%	0	31%	+3	-	-	-	-	-
	2017-2018	22%	31%	-9	27%	-5	16%	32%	-16	33%	-17	-	-	-	-	-
	2018-2019	4%	35%	-31	28%	-24	16%	39%	-23	36%	-20	-	-	-	-	-
	2021-2022	13%	35%	-22	27%	-14	9%	33%	-24	26%	-17	-	-	-	-	-
Grade 6	2015-2016	21%	27%	-6	25%	-4	27%	28%	-1	28%	-1	-	-	-	-	-
	2016-2017	24%	28%	-4	23%	+1	33%	30%	+3	28%	+5	-	-	-	-	-
	2017-2018	39%	47%	-8	39%	0	34%	35%	-1	32%	+2	-	-	-	-	-
	2018-2019	33%	45%	-12	37%	-4	17%	37%	-20	36%	-19	-	-	-	-	-
	2021-2022	30%	54%	-24	47%	-17	6%	30%	-24	27%	-21	-	-	-	-	-
Grade 7	2015-2016	21%	31%	-10	25%	-4	27%	26%	+1	25%	+2	-	-	-	-	-
	2016-2017	30%	38%	-8	31%	-1	27%	28%	-1	26%	+1	-	-	-	-	-
	2017-2018	22%	38%	-16	31%	-9	37%	32%	+5	30%	+7	-	-	-	-	-
	2018-2019	22%	39%	-17	31%	-9	29%	35%	-6	33%	-4	-	-	-	-	-
	2021-2022	25%	47%	-22	39%	-14	10%	32%	-22	25%	-15	-	-	-	-	-
Grade 8	2015-2016	27%	37%	-10	31%	-4	6%	18%	-12	19%	-13	57%	53%	+4	51%	+6
	2016-2017	42%	42%	0	37%	+5	2%	18%	-16	18%	-16	51%	53%	-2	49%	+2
	2017-2018	33%	45%	-12	39%	-6	5%	29%	-24	26%	-21	48%	53%	-5	50%	-2
	2018-2019	45%	45%	0	39%	+6	28%	33%	-5	29%	-1	40%	48%	-8	47%	-7
	2021-2022	29%	51%	-22	42%	-13	20%	23%	-3	22%	-2	29%	46%	-17	41%	-12

*See NOTES (1), (3), (6), and (7).

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

JOHN W LAVELLE PREPARATORY CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	John W Lavelle Preparatory CS	NYS	Differential to NYS	Charter Total Tested	John W Lavelle Preparatory CS	NYS	Differential to NYS	Charter Total Tested	John W Lavelle Preparatory CS	NYS	Differential to NYS	Charter Total Tested	John W Lavelle Preparatory CS	NYS	Differential to NYS
Algebra I (Common Core)	2017-2018	109	77%	70%	+7	34	44%	39%	+5	-	-	-	-	68	81%	60%	+21
	2018-2019	74	65%	71%	-6	34	47%	43%	+4	-	-	-	-	47	57%	62%	-5
	2019-2020	81	100%	95%	+5	32	100%	90%	+10	-	-	-	-	64	100%	94%	+6
	2020-2021	52	100%	97%	+3	21	100%	96%	+4	-	-	-	-	38	100%	96%	+4
	2021-2022	66	71%	69%	+2	19	53%	42%	+11	-	-	-	-	48	69%	59%	+10
Algebra II (Common Core)	2017-2018	13	85%	82%	+3	-	-	-	-	-	-	-	-	9	78%	72%	+6
	2018-2019	18	83%	83%	0	7	86%	58%	+28	-	-	-	-	7	100%	72%	+28
	2019-2020	35	100%	99%	+1	-	-	-	-	-	-	-	-	26	100%	99%	+1
	2020-2021	17	100%	100%	0	-	-	-	-	-	-	-	-	12	100%	100%	0
	2021-2022	24	50%	68%	-18	-	-	-	-	-	-	-	-	13	38%	54%	-16
English Language Arts (Common Core)	2017-2018	68	84%	79%	+5	33	79%	52%	+27	7	43%	47%	-4	44	80%	70%	+10
	2018-2019	69	91%	84%	+7	33	88%	61%	+27	5	100%	56%	+44	48	90%	78%	+12
	2019-2020	167	100%	96%	+4	63	100%	91%	+9	7	100%	89%	+11	121	100%	94%	+6
	2020-2021	10	100%	99%	+1	6	100%	98%	+2	-	-	-	-	10	100%	99%	+1
	2021-2022	45	84%	84%	0	17	82%	63%	+19	-	-	-	-	27	81%	78%	+3
Geometry (Common Core)	2017-2018	31	90%	67%	+23	8	88%	38%	+50	-	-	-	-	21	86%	54%	+32
	2018-2019	52	67%	70%	-3	12	33%	41%	-8	-	-	-	-	40	65%	57%	+8
	2019-2020	42	90%	98%	-8	20	85%	97%	-12	-	-	-	-	27	96%	97%	-1
	2020-2021	44	100%	100%	0	14	100%	100%	0	-	-	-	-	28	100%	100%	0
	2021-2022	28	36%	57%	-21	12	33%	31%	+2	-	-	-	-	16	50%	44%	+6
Global History	2019-2020	60	100%	98%	+2	29	100%	95%	+5	-	-	-	-	45	100%	97%	+3
	2020-2021	30	100%	100%	0	12	100%	100%	0	-	-	-	-	22	100%	100%	0
	2021-2022	78	77%	81%	-4	29	52%	57%	-5	-	-	-	-	47	81%	74%	+7
Global History Transition	2017-2018	41	95%	73%	+22	13	85%	45%	+40	-	-	-	-	21	95%	62%	+33
	2018-2019	54	61%	62%	-1	25	48%	34%	+14	-	-	-	-	36	61%	51%	+10
	2019-2020	16	13%	84%	-71	11	9%	76%	-67	-	-	-	-	13	15%	80%	-65
Living Environment	2017-2018	103	77%	73%	+4	38	55%	44%	+11	-	-	-	-	65	78%	62%	+16
	2018-2019	73	71%	73%	-2	33	55%	45%	+10	-	-	-	-	51	69%	63%	+6
	2019-2020	67	100%	97%	+3	28	100%	93%	+7	-	-	-	-	52	100%	96%	+4
	2020-2021	59	100%	99%	+1	21	100%	97%	+3	-	-	-	-	45	100%	98%	+2
	2021-2022	77	74%	76%	-2	24	63%	53%	+10	-	-	-	-	56	75%	67%	+8

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Physical Setting/ Chemistry	2017-2018	19	63%	72%	-9	-	-	-	-	-	-	-	-	11	55%	59%	-4
	2018-2019	47	77%	73%	+4	11	55%	47%	+8	-	-	-	-	29	72%	60%	+12
	2019-2020	31	100%	98%	+2	12	100%	98%	+2	-	-	-	-	23	100%	98%	+2
	2020-2021	29	100%	100%	0	-	-	-	-	-	-	-	-	15	100%	100%	0
	2021-2022	15	20%	62%	-42	-	-	-	-	-	-	-	-	11	18%	49%	-31
Physical Setting/ Earth Science	2017-2018	66	39%	68%	-29	32	22%	44%	-22	-	-	-	-	44	48%	58%	-10
	2018-2019	52	27%	64%	-37	25	20%	39%	-19	-	-	-	-	38	26%	53%	-27
	2019-2020	62	100%	97%	+3	32	100%	95%	+5	-	-	-	-	45	100%	96%	+4
	2020-2021	40	100%	98%	+2	21	100%	98%	+2	-	-	-	-	28	100%	98%	+2
	2021-2022	26	12%	61%	-49	14	14%	38%	-24	-	-	-	-	18	11%	50%	-39
US History	2017-2018	111	62%	81%	-19	44	41%	56%	-15	6	17%	58%	-41	77	62%	73%	-11
	2018-2019	80	45%	77%	-32	35	23%	51%	-28	-	-	-	-	55	44%	67%	-23
	2019-2020	97	87%	97%	-10	42	76%	93%	-17	6	83%	92%	-9	72	88%	96%	-8
	2020-2021	15	100%	100%	0	11	100%	100%	0	-	-	-	-	8	100%	100%	0
	2021-2022	5	100%	100%	0	-	-	-	-	-	-	-	-	-	-	-	-

*See NOTES (1), (2), (3), (4), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

JOHN W LAVELLE PREPARATORY CHARTER SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	John W Lavelle Preparatory CS	NYS	Differential to NYS	Charter Total Cohort	John W Lavelle Preparatory CS	NYS	Differential to NYS	Charter Total Cohort	John W Lavelle Preparatory CS	NYS	Differential to NYS	Charter Total Cohort	John W Lavelle Preparatory CS	NYS	Differential to NYS
ELA	2016 Cohort	47	100%	88%	+12	24	100%	66%	+34	-	-	-	-	33	100%	84%	+16
	2017 Cohort	48	100%	89%	+11	19	100%	69%	+31	-	-	-	-	36	100%	86%	+14
	2018 Cohort	53	100%	87%	+13	18	100%	71%	+29	-	-	-	-	39	100%	83%	+17
Global History	2016 Cohort	47	83%	84%	-1	24	88%	60%	+28	-	-	-	-	33	79%	80%	-1
	2017 Cohort	48	94%	87%	+7	19	89%	66%	+23	-	-	-	-	36	94%	84%	+10
	2018 Cohort	53	94%	86%	+8	18	89%	72%	+17	-	-	-	-	39	97%	83%	+14
Math	2016 Cohort	47	100%	88%	+12	24	100%	64%	+36	-	-	-	-	33	100%	85%	+15
	2017 Cohort	48	100%	90%	+10	19	100%	69%	+31	-	-	-	-	36	100%	88%	+12
	2018 Cohort	53	98%	91%	+7	18	100%	76%	+24	-	-	-	-	39	97%	89%	+8
Science	2016 Cohort	47	98%	87%	+11	24	96%	64%	+32	-	-	-	-	33	97%	83%	+14
	2017 Cohort	48	100%	90%	+10	19	100%	70%	+30	-	-	-	-	36	100%	87%	+13
	2018 Cohort	53	100%	91%	+9	18	100%	77%	+23	-	-	-	-	39	100%	88%	+12
US History	2016 Cohort	47	87%	84%	+3	24	83%	61%	+22	-	-	-	-	33	85%	79%	+6
	2017 Cohort	48	92%	85%	+7	19	84%	66%	+18	-	-	-	-	36	92%	81%	+11
	2018 Cohort	53	100%	84%	+16	18	100%	69%	+31	-	-	-	-	39	100%	80%	+20

*See NOTES (1), (2), (3), (4), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.a.iii. and 3.a.iv. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Aggregate and Subgroup College and Career Readiness

		College and Career Readiness			ELA			Math		
		John W Lavelle Preparatory CS	NYS	Differential to NYS	John W Lavelle Preparatory CS	NYS	Differential to NYS	John W Lavelle Preparatory CS	NYS	Differential to NYS
All Students	2012 Cohort	17%	43%	-26	58%	69%	-11	17%	46%	-29
	2013 Cohort	20%	39%	-19	72%	72%	0	20%	41%	-21
	2014 Cohort	17%	29%	-12	86%	71%	+15	17%	30%	-13
	2015 Cohort	26%	34%	-8	95%	68%	+27	26%	36%	-10
SWD	2012 Cohort	0%	8%	-8	33%	28%	-11	0%	11%	-11
	2013 Cohort	0%	7%	-7	33%	33%	0	0%	9%	-9
	2014 Cohort	0%	4%	-4	80%	32%	+48	0%	5%	-5
	2015 Cohort	0%	6%	-6	100%	29%	+71	0%	8%	-8
ED	2012 Cohort	20%	29%	-9	50%	58%	-8	20%	33%	-13
	2013 Cohort	21%	27%	-6	74%	63%	+11	21%	29%	-8
	2014 Cohort	20%	18%	+2	80%	61%	+19	20%	19%	+1
	2015 Cohort	15%	22%	-7	92%	58%	+34	15%	24%	-9

*See NOTES: (1), (2), (3), and (12).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	John W Lavelle Preparatory CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	John W Lavelle Preparatory CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	John W Lavelle Preparatory CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	John W Lavelle Preparatory CS	NYS Graduation Rate	Differential to NYS
2014 Cohort	4 Year	29	97%	83%	+14	10	90%	60%	+30	-	-	-	-	20	95%	76%	+19
	5 Year	29	100%	86%	+14	10	100%	66%	+34	-	-	-	-	20	100%	81%	+19
	6 Year	29	100%	87%	+13	10	100%	68%	+32	-	-	-	-	20	100%	83%	+17
2015 Cohort	4 Year	42	100%	83%	+17	7	100%	62%	+38	-	-	-	-	26	100%	77%	+23
	5 Year	42	100%	87%	+13	7	100%	67%	+33	-	-	-	-	26	100%	82%	+18
	6 Year	42	100%	88%	+12	7	100%	70%	+30	-	-	-	-	26	100%	84%	+16
2016 Cohort	4 Year	47	98%	85%	+13	24	96%	63%	+33	-	-	-	-	33	97%	80%	+17
	5 Year	47	98%	88%	+10	24	96%	69%	+27	-	-	-	-	32	97%	83%	+14
	6 Year	47	98%	89%	+9	24	96%	72%	+24	-	-	-	-	32	97%	85%	+12
2017 Cohort	4 Year	48	96%	86%	+10	19	95%	65%	+30	-	-	-	-	36	94%	81%	+13
	5 Year	48	98%	89%	+9	19	95%	72%	+23	-	-	-	-	34	97%	85%	+12
2018 Cohort	4 Year	53	92%	87%	+5	18	83%	69%	+14	-	-	-	-	39	90%	82%	+8

*See NOTES (2) and (3).

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Third Year On-Track to Graduate – Target = 75%

	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2016	50	45	90%	25	22	88%	-	-	-	32	30	94%
2017	49	49	100%	20	20	100%	-	-	-	35	35	100%
2018	53	53	100%	19	19	100%	-	-	-	41	41	100%
2019	36	35	97%	19	19	100%	-	-	-	41	41	100%

*See NOTES (2), (3), and (9).

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

JOHN W LAVELLE PREPARATORY CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

John W Lavelle Preparatory CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	902	697	77%
2018-2019	747	755	101%
2019-2020	747	739	99%
2020-2021	902	795	88%
2021-2022	902	792	88%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	John W Lavelle Preparatory CS	NYC CSD 31	Differential to District
2017-2018	39%	27%	+12	4%	9%	-5	76%	58%	+18
2018-2019	40%	26%	+14	3%	9%	-6	74%	58%	+16
2019-2020	41%	25%	+16	5%	10%	-5	80%	58%	+22
2020-2021	40%	25%	+15	5%	11%	-6	80%	60%	+20
2021-2022	40%	26%	+14	5%	12%	-7	77%	61%	+16

*See NOTES (2) and (6).

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	John W Lavelle Preparatory CS	NYC CSD 31	Differential to District	John W Lavelle Preparatory CS	NYC CSD 31	Differential to District
2017-2018	82%	91%	-9	82%	90%	-8	95%	90%	+5	83%	91%	-8
2018-2019	81%	91%	-10	81%	90%	-9	74%	90%	-16	81%	91%	-10
2019-2020	80%	92%	-12	77%	91%	-14	88%	90%	-2	79%	91%	-12
2020-2021	88%	93%	-5	89%	92%	-3	97%	92%	+5	87%	93%	-6
2021-2022	83%	87%	-4	79%	80%	-1	86%	91%	-5	83%	89%	-6

*See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	4 Year Persistent	Original Cohort	Persistent	Percent Persistent
2014 Cohort	4-Year	29	27	93%	9	7	78%	-	-	-	22	20	91%
	5-Year	29	28	97%	9	8	89%	-	-	-	22	21	95%
	6-Year	29	28	97%	9	8	89%	-	-	-	22	21	95%
2015 Cohort	4-Year	50	41	82%	13	9	69%	-	-	-	35	29	83%
	5-Year	50	41	82%	13	9	69%	-	-	-	35	29	83%
	6-Year	50	41	82%	13	9	69%	-	-	-	35	29	83%
2016 Cohort	4-Year	59	44	75%	28	22	79%	5	3	60%	43	31	72%
	5-Year	59	44	75%	28	22	79%	5	3	60%	43	31	72%
	6-Year	59	44	75%	28	22	79%	5	3	60%	43	31	72%
2017 Cohort	4-Year	56	43	77%	26	20	77%	-	-	-	42	32	76%
	5-Year	56	43	77%	26	20	77%	-	-	-	42	32	76%
2018 Cohort	4 Year	64	49	77%	24	18	75%	-	-	-	45	34	76%

*See NOTES (2), (3), and (10) below.

2022 NYSED Charter School Information Dashboard

Notes

(1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.

(2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

(11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.

(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

2021 Annual
Survey of Charter
School
Parents/Guardians,
Teachers, and
Students

Prepared for John W. Lavelle Preparatory Charter School

NYS Education Department Charter School Office



Introduction

In February of 2021, the NYSED Charter School Office (CSO) published the first iteration of three new annual surveys: parents/guardians of students, teachers, and students in grades 9 through 12.

Building upon NYSED's commitment to community-based authorizing, these surveys assisted in sharing community voice and provided Board of Regents-authorized charter schools with an invaluable tool to engage in school improvement. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. NYSED expects to see evidence of community voice, as well as a commitment to the principles of diversity, equity, and inclusion, as a central tenant of existing Board of Regents-authorized charter schools. Participation and the findings of these surveys are directly related to the standards of Benchmarks 2 and 3 of the Performance Framework for Board of Regents-authorized charter schools.

I am very pleased to share the school specific results of our first 'Survey of Parents/Guardians, Teachers, and Students 2021.' There was a total of 9,205 parent responses, 2,412 teacher responses, and 3,195 student responses from 92 Board of Regents-authorized charter schools.

Thank you to our charter schools for embracing the task of disseminating these surveys and assisting in the furtherance of our commitment to listening to your communities. I look forward to continuing our work together for the betterment of the students of the state of New York.

Sincerely,

A handwritten signature in black ink, which appears to read "David M. Frank". The signature is fluid and cursive, written over a white background.

David Frank
Executive Director, Charter Schools Office

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

John W Lavelle Preparatory CS Response n = 150 Response Rate = 19%

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	73%	110	-4
	Somewhat Agree	18%	1,633	19%	28	1
	Neither Agree nor Disagree	4%	331	5%	7	1
	Somewhat Disagree	1%	96	3%	5	2
	Strongly Disagree	1%	81	0%	0	-1
Q1b I am aware of the academic supports available to my child.	Strongly Agree	71%	6,563	61%	92	-10
	Somewhat Agree	21%	1,916	30%	45	9
	Neither Agree nor Disagree	4%	401	4%	6	0
	Somewhat Disagree	2%	198	3%	5	1
	Strongly Disagree	1%	127	1%	2	0
Q1c The teaching quality at this school is very high.	Strongly Agree	72%	6,617	64%	96	-8
	Somewhat Agree	20%	1,887	23%	35	3
	Neither Agree nor Disagree	5%	443	7%	10	2
	Somewhat Disagree	2%	154	4%	6	2
	Strongly Disagree	1%	104	2%	3	1
Q2a The school's discipline policy is clear.	Strongly Agree	72%	6,640	62%	93	-10
	Somewhat Agree	17%	1,557	21%	31	4
	Neither Agree nor Disagree	9%	792	15%	22	6
	Somewhat Disagree	1%	122	1%	1	0
	Strongly Disagree	1%	94	2%	3	1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

John W Lavelle Preparatory CS Response n = 150 Response Rate = 19%

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	55%	82	-12
	Somewhat Agree	18%	1,628	25%	37	7
	Neither Agree nor Disagree	11%	1,058	17%	25	6
	Somewhat Disagree	2%	159	1%	1	-1
	Strongly Disagree	2%	150	3%	5	1
Q2c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6,147	61%	91	-6
	Somewhat Agree	17%	1,574	20%	30	3
	Neither Agree nor Disagree	13%	1,240	15%	23	2
	Somewhat Disagree	1%	133	1%	2	0
	Strongly Disagree	1%	111	3%	4	2
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	58%	87	-9
	Somewhat Agree	20%	1,835	25%	38	5
	Neither Agree nor Disagree	9%	840	11%	17	2
	Somewhat Disagree	2%	218	1%	2	-1
	Strongly Disagree	2%	187	4%	6	2
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	55%	82	-6
	Somewhat Agree	20%	1,873	26%	39	6
	Neither Agree nor Disagree	15%	1,367	12%	18	-3
	Somewhat Disagree	2%	207	3%	5	1
	Strongly Disagree	2%	188	4%	6	2

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

John W Lavelle Preparatory CS Response n = 150 Response Rate = 19%

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	62%	93	-14
	Somewhat Agree	15%	1,366	25%	38	10
	Neither Agree nor Disagree	7%	677	10%	15	3
	Somewhat Disagree	1%	95	3%	4	2
	Strongly Disagree	1%	61	0%	0	-1
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	6,075	50%	75	-16
	Somewhat Agree	20%	1,801	29%	44	9
	Neither Agree nor Disagree	11%	1,018	15%	23	4
	Somewhat Disagree	2%	193	2%	3	0
	Strongly Disagree	1%	118	3%	5	2
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	52%	78	-13
	Somewhat Agree	21%	1,916	29%	43	8
	Neither Agree nor Disagree	11%	1,026	13%	19	2
	Somewhat Disagree	2%	160	2%	3	0
	Strongly Disagree	1%	106	5%	7	4
Q3d The school has high behavioral expectations for my child.	Strongly Agree	75%	6,923	68%	102	-7
	Somewhat Agree	17%	1,570	19%	28	2
	Neither Agree nor Disagree	6%	581	11%	17	5
	Somewhat Disagree	1%	57	1%	1	0
	Strongly Disagree	1%	74	1%	2	0

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

John W Lavelle Preparatory CS Response n = 150 Response Rate = 19%

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	58%	87	-11
	Somewhat Agree	19%	1,753	24%	36	5
	Neither Agree nor Disagree	9%	827	15%	22	6
	Somewhat Disagree	2%	152	2%	3	0
	Strongly Disagree	1%	120	1%	2	0
Q4b I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	77%	7,104	61%	92	-16
	Somewhat Agree	15%	1,398	29%	44	14
	Neither Agree nor Disagree	4%	354	6%	9	2
	Somewhat Disagree	2%	204	1%	2	-1
	Strongly Disagree	2%	145	2%	3	0
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	69%	104	-11
	Somewhat Agree	14%	1,274	23%	35	9
	Neither Agree nor Disagree	4%	325	7%	10	3
	Somewhat Disagree	1%	119	1%	1	0
	Strongly Disagree	1%	94	0%	0	-1
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	76%	7,029	65%	97	-11
	Somewhat Agree	16%	1,508	26%	39	10
	Neither Agree nor Disagree	5%	418	6%	9	1
	Somewhat Disagree	2%	159	1%	2	-1
	Strongly Disagree	1%	91	2%	3	1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

John W Lavelle Preparatory CS Response n = 150 Response Rate = 19%

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	39%	58	-14
	Somewhat Agree	20%	1,820	27%	40	7
	Neither Agree nor Disagree	21%	1,970	29%	44	8
	Somewhat Disagree	3%	288	3%	4	0
	Strongly Disagree	2%	227	3%	4	1
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	42%	63	-13
	Somewhat Agree	19%	1,744	24%	36	5
	Neither Agree nor Disagree	21%	1,970	28%	42	7
	Somewhat Disagree	2%	211	3%	5	1
	Strongly Disagree	2%	182	3%	4	1
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	54%	4,989	45%	68	-9
	Somewhat Agree	20%	1,803	22%	33	2
	Neither Agree nor Disagree	19%	1,754	21%	31	2
	Somewhat Disagree	4%	364	7%	11	3
	Strongly Disagree	3%	295	5%	7	2
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	15%	1,375	7%	11	-8
	I occasionally attend board meetings	27%	2,477	21%	31	-6
	I know when board meetings take place, but do not attend	31%	2,808	27%	41	-4
	I do not know when board meetings take place and I do not attend	28%	2,545	45%	67	17

**New York State Department of Education
Charter School Office
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John W Lavelle Preparatory CS Response n = 150 Response Rate = 19%

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	83%	124	-4
	No	4%	353	7%	10	3
	I don't know the school's mission	10%	883	11%	16	1
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	37%	55	-15
	Somewhat Agree	12%	1,073	10%	15	-2
	Neither Agree nor Disagree	7%	685	9%	13	2
	Somewhat Disagree	1%	57	1%	1	0
	Strongly Disagree	0%	46	0%	0	0
	Did not experience in-person learning	28%	2,586	44%	66	16
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	45%	68	-13
	Somewhat Agree	10%	953	7%	10	-3
	Neither Agree nor Disagree	6%	507	8%	12	2
	Somewhat Disagree	0%	43	1%	2	1
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	39%	58	14
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	10%	15	-3
	Somewhat Agree	13%	1,191	17%	25	4
	Neither Agree nor Disagree	11%	1,021	11%	17	0
	Somewhat Disagree	7%	604	3%	4	-4
	Strongly Disagree	27%	2,455	17%	26	-10
	Did not experience in-person learning	30%	2,748	42%	63	12

**New York State Department of Education
Charter School Office
Parent Survey 2021
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John W Lavelle Preparatory CS Response n = 150 Response Rate = 19%

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	Strongly Agree	23%	2,082	23%	34	0
	Somewhat Agree	15%	1,419	9%	14	-6
	Neither Agree nor Disagree	13%	1,207	12%	18	-1
	Somewhat Disagree	7%	631	6%	9	-1
	Strongly Disagree	14%	1,301	10%	15	-4
	Did not experience in-person learning	28%	2,565	40%	60	12
Q8a The school has provided me with help to support my child's remote learning.	Strongly Agree	69%	6,334	59%	88	-10
	Somewhat Agree	19%	1,739	24%	36	5
	Neither Agree nor Disagree	6%	552	11%	16	5
	Somewhat Disagree	3%	256	4%	6	1
	Strongly Disagree	2%	202	2%	3	0
	Did not experience remote learning	1%	122	1%	1	0
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	28%	2,552	35%	53	7
	Somewhat Agree	21%	1,913	19%	28	-2
	Neither Agree nor Disagree	11%	1,004	9%	13	-2
	Somewhat Disagree	12%	1,094	10%	15	-2
	Strongly Disagree	27%	2,529	26%	39	-1
	Did not experience remote learning	1%	113	1%	2	0

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

John W Lavelle Preparatory CS Response n = 150 Response Rate = 19%

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	39%	59	-3
	Somewhat Agree	25%	2,258	27%	40	2
	Neither Agree nor Disagree	11%	974	9%	13	-2
	Somewhat Disagree	7%	656	6%	9	-1
	Strongly Disagree	15%	1,381	19%	28	4
	Did not experience remote learning	1%	107	1%	1	0
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	61%	91	-4
	Somewhat Agree	22%	2,003	23%	35	1
	Neither Agree nor Disagree	5%	479	7%	11	2
	Somewhat Disagree	4%	388	5%	8	1
	Strongly Disagree	2%	227	3%	4	1
	Did not experience remote learning	1%	85	1%	1	0
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	77%	116	-7
	Somewhat Agree	10%	928	15%	22	5
	Neither Agree nor Disagree	3%	263	6%	9	3
	Somewhat Disagree	1%	97	1%	2	0
	Strongly Disagree	1%	88	0%	0	-1
	Did not experience remote learning	1%	82	1%	1	0
Q9a I have a clear idea how the school is educating my child.	Strongly Agree	67%	6,173	64%	96	-3
	Somewhat Agree	24%	2,170	22%	33	-2
	Neither Agree nor Disagree	6%	508	10%	15	4
	Somewhat Disagree	3%	234	1%	1	-2
	Strongly Disagree	1%	120	3%	5	2

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

John W Lavelle Preparatory CS Response n = 150 Response Rate = 19%

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	Strongly Agree	39%	3,628	35%	53	-4
	Somewhat Agree	27%	2,507	28%	42	1
	Neither Agree nor Disagree	15%	1,420	15%	22	0
	Somewhat Disagree	9%	867	11%	17	2
	Strongly Disagree	9%	783	11%	16	2
Q9c I am concerned about my child's social or emotional well-being.	Strongly Agree	35%	3,258	35%	53	0
	Somewhat Agree	23%	2,123	20%	30	-3
	Neither Agree nor Disagree	14%	1,313	16%	24	2
	Somewhat Disagree	10%	877	10%	15	0
	Strongly Disagree	18%	1,634	19%	28	1
Q9d I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	52%	4,773	51%	77	-1
	Somewhat Agree	24%	2,249	21%	32	-3
	Neither Agree nor Disagree	15%	1,360	17%	26	2
	Somewhat Disagree	5%	447	4%	6	-1
	Strongly Disagree	4%	376	6%	9	2

NYSED CSO Parent Survey 2021

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John W Lavelle Preparatory CS

OPEN1 Why did you choose this school for your child to attend?	Because of the smaller class settings
	A parent recommended this school their child attends and told me about the different programs they offer.
	ACADEMIC PERFORMANCE
	Another parent told me about the school and all the school offers.
	At one time the school provided the Ortin-Gillingham Methodology. After 6 grade my child no longer received this service and no one informed us that this was no longer available to students.
	Because at public they didn't help my child as much.
	Because I heard it was a great school.
	Because I hope she can have the best education
	Because I want the best for my kids
	Because Lavelle is a good school and they met my needs that I expect from I'm them to help my daughter a
	Because it is near-by.
	Because my other 2 kids went their and it's a good school.
	Because of its standard and integrity
	Because of the school standards and integrity.
	Because of the small class sizes and great curriculum.
	Because this school offers up to 12th grade.
	Best methods to help him learn plus great teachers and good reputation of school for my child's learning needs
	Better education, Better learning, and better future for my daughter.
	Better option that we had
	Cause it is a good school
	Cause there's a good school and it's a better setting for my daughter
	Charter school
	Due to the pandemic we were not willing to risk her health due to travel/ going to the school of her choice in Far Rockaway Queens from Staten Island. Also Lavelle Preparatory School open up opportunities for her to study becoming a nurse or entering into medical fill of knowledge.
	Exceptional teachers and small class ratio.
	For better education
Give him better chance at learning then reg public school at this school he has had a chance to shine and the school actually cares	

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John W Lavelle Preparatory CS

Great Reviews!
Great reputation and close community.
Great reputation, great teachers, great principal. The staff works together for the kids. and I continue to believe in Lavelle prep for my daughter.
Great school
He has a iep
He wasn't doing good in other school not challenging him.
I like the school
I believe she needed to be in a smaller classroom to learn the curriculum better . To have more one on one with teacher and love the academic factors Lavelle providers in general
I believed Lavelle Prep would be best the best option. However, it has has not been.
I choose this school because hear the teacher are amazing . and i don't regret my choice. i am happy. and i will like to thank her teachers for their hard work. my daughter has improved in reading, writing , adding and subtracting numbers....etc
I choose this school because they have a strong education
I choose this school for my children due to the high regard they hold for the children and are able to push my children along
I chose this school for my child because I felt very confident that my children were going to get a better education, improvement in social development and academically.
I chose this school for my child because I felt very confident that my son was going to get the proper education more focused and college preparedness.
I felt like Lavelle was the perfect setting for her to continue her education due to the small classroom settings and the fact that there are 2 teachers present at all times. I feel like a smaller classroom size allows the kids to have more 1 on 1 help if needed and there are less distractions. Also, I feel the school has a good sense of community and open communication with the parents. I am always up to date with what's going on in the school and my child's progress because of this.
I had a strong connection with the teachers in the elementary division and left my children to pursue middle school and hopefully high school
I heard that it is a great academic program.
I liked what the school had to offer

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John W Lavelle Preparatory CS

I love that it is a college preparatory school and has grades k-12 which is very convenient for my family.
I love the support and respect that they have.
I prefer Lavelle to my zoned school.
I think this school is great
I was happy with the education his older sibling receives from the school and therefore I registered my younger child to attend the school.
I was unhappy with the education my child was receiving in the prior public school. I wanted a better educational experience for my child.
It has good program and learning opportunities for my child.
It help kids get into collage
It is important for my husband and I to keep our son safe. Safety was the reason we chose Lavelle, compared to other junior high schools. However, my son has been remote learning the last year so we're not sure if it truly has a safe school environment.
It was a better than IS27. She wouldn't have thrived in the public school system. Lavelle offers smaller class settings and more one on one with teachers.
It was really a last-minute choice but this school is small and reserved. There are a lot of different things here.
It's a great school with small Setting class room that have many hands on teachers to help support learning
Lavelle is a safe clean environment and has higher expectation graduation rates
Less crowded and more one to one interaction with the students and they have a great track record.
Less students per class, more focus is directed to each children
Many of her family members have already attended the school. They gave great feedback and this school is very secure for my child.
Mejor que la escuela publica adonde iban antes.
My child had a sibling that went here. But I really liked the staff in the school.
My child has been in the school since elementary and I have had an awesome connection with the staff
My child was given opportunities at his school that I believe he would not have received at a regular H.S.
My children went/go there and this school is very good.

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John W Lavelle Preparatory CS

My husband and I wanted something better than the traditional public school system for our children.
My other child also attended the school
My other children went/go there and it has been a very good experience.
My son being there since junior high. I feel comfortable.
My son has attended Lavelle since 6th grade. It has provided a quality education for him and is preparing him for college. It's unfortunate that the pandemic has caused such a stressful way for educators to teach and for students to learn. The teachers at Lavelle and my son are trying the best that they can in a frustrating situation.
My two oldest kids go to this school and i love the staff the emotional support they give to parent and kids i love the small class
Needed a different setting from public school
Needed to be with siblings
OG
Older sibling attended, we appreciate the small class sizes, and level of supervision the school has.
Por el aprendizaje ,seguridad y responsabilidad de todo el staff de la escuela.
Por los programas que tiene
Porque es una de las mejores escuelas publicas para el aprendizaje de mi hijo
Previously I heard great things about Lavelle that the teachers and staff are very attentive and they train the children to adapt to a learning no matter what pace they move at. They work with all parents and do what they can to see the kids succeed.
Quailty education
Quality education
Recomendado
Safe environment and good academic
Small and supportive class. On hand teaching and encourage general learning, for those with learning impairment
Small and very interactive atmosphere
Small class more one on one attention
Small class sizes, 2 teachers to a classroom & more individualized attention.
Small class sizes, accommodating to my child's IEP

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John W Lavelle Preparatory CS

Small class sizes, great academic teaching and support.
Smaller and more structured setting.
Smaller class setting, two teachers and higher standards or learning.
Smaller class sizes and the use of reading program organ guillingham ,
Smaller classes
Smaller classes and Orrin gillingham
Smaller classes and organ gillingham and graduation rate
Smaller classes, more individual attention & support.
Smaller classroom setting
Smaller setting,close to home and to try a charter school also best choice we made.
Teachers are exceptional.structure is like no other
The classes are less crowded than public schools. More 1to 1 student engagement.
The classroom setting is small and college credits are offered.
The school It's great and has small classes
The school has handled this pandemic well my older son has been attending lavelle since 3 rd grade and the staff and education has been amazing .. no complaints
The uniform policy, the small classes, and the location
They are attentive to my child's IEP needs and smaller classrooms
They have high expectations for the students and push them to aim high and go to college. They support both the kids and parents and are committed to their success . I would recommend the school.
They seemed to really cater to my child's individual needs.
This school's teaching system is unlike any other. With small classrooms and well-trained teachers that implement improver teaching methods, it very easily reaches my child's needs in the classroom.
To obtain a better sense of diverse community within a smaller setting.
Uniform, attendance Policy and academic expectations
Wanted a smaller class setting for my child.
When my child started there Lavelle was using the Orton Gillingham Methodology. However, I don't think he's had it since 7th grade.
When my child started they had a program that helped him with his disability and it disappeared. No Warning and no communication. Lavelle just stops doing things without telling you.

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John W Lavelle Preparatory CS

	Yo elegí esta escuela por que es una escuela con pocos niños pensando que el aprendizaje es mucho mejor que otras escuelas .
	because i thought it would be good for her. small classes
	because my nephew graduated from lavelle and he always spoke highly about the school
	because they where great for my oldest who graduated there
	close to home; smaller classroom setting

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John W Lavelle Preparatory CS

OPEN2 Please use the box below if you have any additional comments or concerns regarding this school or click **SUBMIT** to submit your survey.

Although my child has not had the opportunity to attend the school in person due to the pandemic, I am happy to say that he has adjusted quite well to remote learning and the school has done an excellent job with the remote learning for his age. The teachers are great and the methods have been great so far. In addition, there are a lot of resources for support for him.
Discipline the student appropriate for the incident, usually it's a slap on the wrist and the next day the student continue to fight and bully others...they need more parental meetings thru out the year
I am extremely pleased with the way the school has handled remote learning and the support they offer the students.
I have another child in the school.
I think the choice of this school for my child was a good one. The teachers are available for the students and the communication is excellent.
I wish the school would provide for kids not in their zone bus transportation. Cause when u get on the bus half the people don t west mask at all which leads to a greater chance of getting the virus . It should be a emergency aid now
My child will do better in school as opposed to distance learning
No more comments.
One of the best schools hands down
She needs to be in person she can't do the remote at home
Thank you
The high school principal Has done a phenomenal job and work during this pandemic for all of her high school students and especially to those new parents such as myself coming into the high school year with remote learning. Every single time I have reached out to her she has 1000% reach back to me and gave great concern to my daughter and her educational needs. I do pray that we all return safely to school one day but in a way that is also patient and not rushing so that none of our children suffer from getting sick from our school.
The principal is fantastic and will actually respond to parents immediately after receiving correspondence.
The teachers are great and communicate very well
This school year has been a learning has been a challenge and great learning experience the school handled this well and my child has been learning and growing this school year.
When will in person learning began for high school students
When will school reopen totally?

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John W Lavelle Preparatory CS

	When will the high school students return back to in person learning
	they should not teach anything that has to do with religion. separate religion and school and keep beliefs out of the class. this school has a problem with that.

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John W Lavelle Preparatory CS Response n = 59

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	75%	1,804	81%	48	6
	Somewhat Agree	19%	456	14%	8	-5
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	2%	41	2%	1	0
	Strongly Disagree	1%	24	3%	2	2
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	66%	1,602	73%	43	7
	Somewhat Agree	22%	528	15%	9	-7
	Neither Agree nor Disagree	8%	182	7%	4	-1
	Somewhat Disagree	3%	66	3%	2	0
	Strongly Disagree	1%	34	2%	1	1
Q1c The school's curriculum is aligned vertically between grade levels.	Strongly Agree	59%	1,413	64%	38	5
	Somewhat Agree	28%	664	22%	13	-6
	Neither Agree nor Disagree	9%	219	8%	5	-1
	Somewhat Disagree	3%	83	2%	1	-1
	Strongly Disagree	1%	33	3%	2	2
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	60%	1,436	75%	44	15
	Somewhat Agree	29%	692	22%	13	-7
	Neither Agree nor Disagree	5%	130	0%	0	-5
	Somewhat Disagree	4%	108	2%	1	-2
	Strongly Disagree	2%	46	2%	1	0

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John W Lavelle Preparatory CS Response n = 59

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	76%	45	15
	Somewhat Agree	24%	576	15%	9	-9
	Neither Agree nor Disagree	8%	196	3%	2	-5
	Somewhat Disagree	4%	101	3%	2	-1
	Strongly Disagree	2%	59	2%	1	0
Q1f The school has a strong science curriculum.	Strongly Agree	42%	1,009	54%	32	12
	Somewhat Agree	27%	660	25%	15	-2
	Neither Agree nor Disagree	21%	509	10%	6	-11
	Somewhat Disagree	6%	135	5%	3	-1
	Strongly Disagree	4%	99	5%	3	1
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	65%	1,572	83%	49	18
	Somewhat Agree	27%	650	10%	6	-17
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	3%	69	5%	3	2
	Strongly Disagree	1%	34	2%	1	1
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	69%	41	8
	Somewhat Agree	31%	751	25%	15	-6
	Neither Agree nor Disagree	4%	104	0%	0	-4
	Somewhat Disagree	3%	69	3%	2	0
	Strongly Disagree	1%	20	2%	1	1

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All Charter Schools Response n = 2,412**

John W Lavelle Preparatory CS Response n = 59

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	86%	51	23
	Somewhat Agree	28%	673	10%	6	-18
	Neither Agree nor Disagree	5%	110	2%	1	-3
	Somewhat Disagree	4%	90	0%	0	-4
	Strongly Disagree	1%	30	2%	1	1
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	Strongly Agree	58%	1,405	68%	40	10
	Somewhat Agree	26%	634	20%	12	-6
	Neither Agree nor Disagree	6%	146	3%	2	-3
	Somewhat Disagree	7%	166	7%	4	0
	Strongly Disagree	3%	61	2%	1	-1
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	64%	1,535	69%	41	5
	Somewhat Agree	23%	560	20%	12	-3
	Neither Agree nor Disagree	6%	154	3%	2	-3
	Somewhat Disagree	5%	111	5%	3	0
	Strongly Disagree	2%	52	2%	1	0
Q3a The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	69%	1,676	81%	48	12
	Somewhat Agree	25%	606	12%	7	-13
	Neither Agree nor Disagree	3%	77	2%	1	-1
	Somewhat Disagree	2%	37	3%	2	1
	Strongly Disagree	1%	16	2%	1	1

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John W Lavelle Preparatory CS Response n = 59

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	1,623	83%	49	16
	Somewhat Agree	26%	633	14%	8	-12
	Neither Agree nor Disagree	4%	89	2%	1	-2
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	26	2%	1	1
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	63%	1,508	78%	46	15
	Somewhat Agree	26%	632	17%	10	-9
	Neither Agree nor Disagree	6%	152	2%	1	-4
	Somewhat Disagree	4%	87	2%	1	-2
	Strongly Disagree	1%	33	2%	1	1
Q3d The school modifies its academic program after using data measurements.	Strongly Agree	59%	1,419	76%	45	17
	Somewhat Agree	26%	631	17%	10	-9
	Neither Agree nor Disagree	8%	190	2%	1	-6
	Somewhat Disagree	5%	124	3%	2	-2
	Strongly Disagree	2%	48	2%	1	0
Q3e The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	64%	1,555	85%	50	21
	Somewhat Agree	25%	614	8%	5	-17
	Neither Agree nor Disagree	6%	142	2%	1	-4
	Somewhat Disagree	3%	76	3%	2	0
	Strongly Disagree	1%	25	2%	1	1

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John W Lavelle Preparatory CS Response n = 59

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	88%	52	16
	Somewhat Agree	16%	375	5%	3	-11
	Neither Agree nor Disagree	10%	238	3%	2	-7
	Somewhat Disagree	1%	30	2%	1	1
	Strongly Disagree	1%	26	2%	1	1
Q4b The school follows the NYSED approved identification process for English language learners.	Strongly Agree	68%	1,648	85%	50	17
	Somewhat Agree	17%	404	8%	5	-9
	Neither Agree nor Disagree	12%	296	3%	2	-9
	Somewhat Disagree	2%	38	2%	1	0
	Strongly Disagree	1%	26	2%	1	1
Q4c The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	67%	1,606	86%	51	19
	Somewhat Agree	23%	553	8%	5	-15
	Neither Agree nor Disagree	5%	128	2%	1	-3
	Somewhat Disagree	3%	83	2%	1	-1
	Strongly Disagree	2%	42	2%	1	0
Q4d The school provides supports to meet the academic needs for English language learners.	Strongly Agree	63%	1,520	78%	46	15
	Somewhat Agree	23%	560	17%	10	-6
	Neither Agree nor Disagree	8%	181	0%	0	-8
	Somewhat Disagree	4%	102	2%	1	-2
	Strongly Disagree	2%	49	3%	2	1

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John W Lavelle Preparatory CS Response n = 59

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	88%	52	16
	Somewhat Agree	19%	466	7%	4	-12
	Neither Agree nor Disagree	6%	148	0%	0	-6
	Somewhat Disagree	2%	49	2%	1	0
	Strongly Disagree	1%	24	3%	2	2
Q4f The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	67%	1,627	88%	52	21
	Somewhat Agree	22%	533	7%	4	-15
	Neither Agree nor Disagree	7%	159	2%	1	-5
	Somewhat Disagree	3%	67	0%	0	-3
	Strongly Disagree	1%	26	3%	2	2
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	55%	1,337	81%	48	26
	Somewhat Agree	27%	644	12%	7	-15
	Neither Agree nor Disagree	8%	199	0%	0	-8
	Somewhat Disagree	7%	157	5%	3	-2
	Strongly Disagree	3%	75	2%	1	-1
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	42%	25	10
	Somewhat Agree	30%	719	37%	22	7
	Neither Agree nor Disagree	15%	353	14%	8	-1
	Somewhat Disagree	15%	353	5%	3	-10
	Strongly Disagree	9%	211	2%	1	-7

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John W Lavelle Preparatory CS Response n = 59

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q5c The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	50%	1,202	75%	44	25
	Somewhat Agree	22%	541	15%	9	-7
	Neither Agree nor Disagree	23%	547	8%	5	-15
	Somewhat Disagree	3%	75	0%	0	-3
	Strongly Disagree	2%	47	2%	1	0
Q5d The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	51%	1,240	73%	43	22
	Somewhat Agree	27%	642	14%	8	-13
	Neither Agree nor Disagree	12%	301	7%	4	-5
	Somewhat Disagree	6%	136	3%	2	-3
	Strongly Disagree	4%	93	3%	2	-1
Q6a The school's discipline policy is clear.	Strongly Agree	54%	1,306	76%	45	22
	Somewhat Agree	29%	696	14%	8	-15
	Neither Agree nor Disagree	7%	178	3%	2	-4
	Somewhat Disagree	7%	169	5%	3	-2
	Strongly Disagree	3%	63	2%	1	-1
Q6b The school's discipline policy is fair to all students.	Strongly Agree	57%	1,371	78%	46	21
	Somewhat Agree	25%	601	14%	8	-11
	Neither Agree nor Disagree	10%	248	5%	3	-5
	Somewhat Disagree	6%	134	0%	0	-6
	Strongly Disagree	2%	58	3%	2	1

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John W Lavelle Preparatory CS Response n = 59

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	58%	34	14
	Somewhat Agree	32%	766	29%	17	-3
	Neither Agree nor Disagree	12%	281	7%	4	-5
	Somewhat Disagree	9%	216	5%	3	-4
	Strongly Disagree	3%	82	2%	1	-1
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	76%	45	27
	Somewhat Agree	25%	595	15%	9	-10
	Neither Agree nor Disagree	14%	337	2%	1	-12
	Somewhat Disagree	7%	179	2%	1	-5
	Strongly Disagree	5%	113	5%	3	0
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	62%	1,484	86%	51	24
	Somewhat Agree	25%	613	10%	6	-15
	Neither Agree nor Disagree	8%	185	0%	0	-8
	Somewhat Disagree	4%	89	2%	1	-2
	Strongly Disagree	2%	41	2%	1	0
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	58%	1,409	85%	50	27
	Somewhat Agree	26%	626	10%	6	-16
	Neither Agree nor Disagree	9%	229	2%	1	-7
	Somewhat Disagree	5%	110	2%	1	-3
	Strongly Disagree	2%	38	2%	1	0

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John W Lavelle Preparatory CS Response n = 59

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	88%	52	10
	Somewhat Agree	17%	409	8%	5	-9
	Neither Agree nor Disagree	3%	77	2%	1	-1
	Somewhat Disagree	1%	29	0%	0	-1
	Strongly Disagree	1%	18	2%	1	1
Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	1,596	81%	48	15
	Somewhat Agree	24%	590	14%	8	-10
	Neither Agree nor Disagree	6%	141	3%	2	-3
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	1%	28	2%	1	1
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	69%	41	8
	Somewhat Agree	27%	662	24%	14	-3
	Neither Agree nor Disagree	5%	130	3%	2	-2
	Somewhat Disagree	5%	110	2%	1	-3
	Strongly Disagree	2%	40	2%	1	0
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	73%	43	6
	Somewhat Agree	22%	528	17%	10	-5
	Neither Agree nor Disagree	6%	134	3%	2	-3
	Somewhat Disagree	3%	84	5%	3	2
	Strongly Disagree	2%	39	2%	1	0

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	1,836	81%	48	5
	Somewhat Agree	20%	480	15%	9	-5
	Neither Agree nor Disagree	2%	59	2%	1	0
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	2%	1	1
Q7f There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	66%	1,600	76%	45	10
	Somewhat Agree	23%	554	15%	9	-8
	Neither Agree nor Disagree	6%	138	5%	3	-1
	Somewhat Disagree	4%	85	2%	1	-2
	Strongly Disagree	1%	35	2%	1	1
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name Given	66%	1,597	97%	57	31
	Don't Know	34%	815	3%	2	-31
Q9 When is the last time you received a copy of the school's DASA policy?	This school year	61%	1,469	90%	53	29
	The previous school year	16%	381	7%	4	-9
	Prior to the previous school year	5%	121	2%	1	-3
	I'm not aware of any DASA policy	18%	441	2%	1	-16
Q10 When is the last time you received DASA training?	<1 year ago	48%	1,147	25%	15	-23
	1-2 years ago	23%	549	20%	12	-3
	3-4 years ago	11%	270	17%	10	6
	>4 years ago	9%	214	36%	21	27
	I've never received DASA training	10%	232	2%	1	-8
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	Name Given	49%	1,191	92%	54	43
	Don't Know	51%	1,221	8%	5	-43

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q11a The school provides opportunities for parent participation within the school community.	Strongly Agree	66%	1,601	80%	47	14
	Somewhat Agree	24%	579	15%	9	-9
	Neither Agree nor Disagree	6%	139	2%	1	-4
	Somewhat Disagree	3%	68	2%	1	-1
	Strongly Disagree	1%	25	2%	1	1
Q11b Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	71%	1,721	90%	53	19
	Somewhat Agree	22%	528	7%	4	-15
	Neither Agree nor Disagree	4%	90	2%	1	-2
	Somewhat Disagree	2%	54	0%	0	-2
	Strongly Disagree	1%	19	2%	1	1
Q11c The school uses many methods of communication with families.	Strongly Agree	81%	1,960	93%	55	12
	Somewhat Agree	15%	365	5%	3	-10
	Neither Agree nor Disagree	2%	48	0%	0	-2
	Somewhat Disagree	1%	27	0%	0	-1
	Strongly Disagree	0%	12	2%	1	2
Q11d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	73%	1,772	90%	53	17
	Somewhat Agree	18%	443	7%	4	-11
	Neither Agree nor Disagree	6%	134	2%	1	-4
	Somewhat Disagree	2%	39	0%	0	-2
	Strongly Disagree	1%	24	2%	1	1

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	88%	52	22
	Somewhat Agree	22%	536	8%	5	-14
	Neither Agree nor Disagree	7%	175	2%	1	-5
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	2%	1	0
Q11f The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	59%	1,425	81%	48	22
	Somewhat Agree	18%	437	14%	8	-4
	Neither Agree nor Disagree	20%	475	2%	1	-18
	Somewhat Disagree	2%	43	2%	1	0
	Strongly Disagree	1%	32	2%	1	1
Q12a The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	1,632	88%	52	20
	Somewhat Agree	23%	553	5%	3	-18
	Neither Agree nor Disagree	4%	106	3%	2	-1
	Somewhat Disagree	3%	84	2%	1	-1
	Strongly Disagree	2%	37	2%	1	0
Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	54%	1,299	75%	44	21
	Somewhat Agree	24%	578	20%	12	-4
	Neither Agree nor Disagree	14%	335	2%	1	-12
	Somewhat Disagree	6%	144	2%	1	-4
	Strongly Disagree	2%	56	2%	1	0

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	53%	1,276	83%	49	30
	Somewhat Agree	23%	552	5%	3	-18
	Neither Agree nor Disagree	17%	400	7%	4	-10
	Somewhat Disagree	5%	129	3%	2	-2
	Strongly Disagree	2%	55	2%	1	0
Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	58%	1,409	83%	49	25
	Somewhat Agree	26%	624	7%	4	-19
	Neither Agree nor Disagree	8%	189	5%	3	-3
	Somewhat Disagree	6%	133	3%	2	-3
	Strongly Disagree	2%	57	2%	1	0
Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	46%	1,106	78%	46	32
	Somewhat Agree	16%	393	7%	4	-9
	Neither Agree nor Disagree	32%	766	8%	5	-24
	Somewhat Disagree	3%	76	5%	3	2
	Strongly Disagree	3%	71	2%	1	-1
Q13 How many total years of K-12 teaching experience do you have?	Less than 1 year	6%	146	0%	0	-6
	1-3 years	21%	513	27%	16	6
	4-6 years	29%	711	41%	24	12
	7-10 years	19%	466	17%	10	-2
	More than 10 years	24%	576	15%	9	-9

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	20%	12	-5
	1-3 years	44%	1,065	37%	22	-7
	4-6 years	22%	523	24%	14	2
	7-10 years	6%	134	14%	8	8
	More than 10 years	4%	88	5%	3	1
Q15 How long have you been teaching in this school in your current subject area/teaching assignment?	Less than 1 year	19%	470	10%	6	-9
	1-3 years	42%	1,016	46%	27	4
	4-6 years	24%	584	29%	17	5
	7-10 years	7%	180	12%	7	5
	More than 10 years	7%	162	3%	2	-4
Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	60%	1,439	81%	48	21
	Somewhat Agree	26%	625	14%	8	-12
	Neither Agree nor Disagree	6%	137	0%	0	-6
	Somewhat Disagree	5%	121	0%	0	-5
	Strongly Disagree	4%	90	5%	3	1
Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	53%	1,273	83%	49	30
	Somewhat Agree	27%	658	7%	4	-20
	Neither Agree nor Disagree	7%	172	3%	2	-4
	Somewhat Disagree	8%	185	2%	1	-6
	Strongly Disagree	5%	124	5%	3	0

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q16c The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	48%	1,154	71%	42	23
	Somewhat Agree	26%	639	15%	9	-11
	Neither Agree nor Disagree	12%	294	3%	2	-9
	Somewhat Disagree	8%	201	7%	4	-1
	Strongly Disagree	5%	124	3%	2	-2
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	56%	1,353	80%	47	24
	Somewhat Agree	24%	578	12%	7	-12
	Neither Agree nor Disagree	8%	189	2%	1	-6
	Somewhat Disagree	7%	166	2%	1	-5
	Strongly Disagree	5%	126	5%	3	0
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	54%	1,304	71%	42	17
	Somewhat Agree	26%	635	22%	13	-4
	Neither Agree nor Disagree	10%	251	3%	2	-7
	Somewhat Disagree	6%	141	2%	1	-4
	Strongly Disagree	3%	81	2%	1	-1
Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	57%	1,370	75%	44	18
	Somewhat Agree	27%	657	14%	8	-13
	Neither Agree nor Disagree	8%	194	5%	3	-3
	Somewhat Disagree	5%	129	3%	2	-2
	Strongly Disagree	3%	62	3%	2	0

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q17c The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	60%	1,446	80%	47	20
	Somewhat Agree	24%	575	14%	8	-10
	Neither Agree nor Disagree	8%	199	3%	2	-5
	Somewhat Disagree	5%	121	2%	1	-3
	Strongly Disagree	3%	71	2%	1	-1
Q18a The school has established procedures for effective collaboration among teachers.	Strongly Agree	62%	1,501	78%	46	16
	Somewhat Agree	27%	645	17%	10	-10
	Neither Agree nor Disagree	5%	125	0%	0	-5
	Somewhat Disagree	4%	92	3%	2	-1
	Strongly Disagree	2%	49	2%	1	0
Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	65%	1,567	80%	47	15
	Somewhat Agree	26%	621	17%	10	-9
	Neither Agree nor Disagree	5%	129	2%	1	-3
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	2%	38	2%	1	0
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	58%	1,391	85%	50	27
	Somewhat Agree	25%	607	10%	6	-15
	Neither Agree nor Disagree	7%	171	0%	0	-7
	Somewhat Disagree	6%	136	2%	1	-4
	Strongly Disagree	4%	107	3%	2	-1

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	71%	42	8
	Somewhat Agree	24%	573	20%	12	-4
	Neither Agree nor Disagree	6%	145	0%	0	-6
	Somewhat Disagree	5%	123	5%	3	0
	Strongly Disagree	2%	57	3%	2	1
Q18e The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	64%	1,554	75%	44	11
	Somewhat Agree	22%	537	17%	10	-5
	Neither Agree nor Disagree	9%	219	0%	0	-9
	Somewhat Disagree	3%	65	5%	3	2
	Strongly Disagree	2%	37	3%	2	1
Q18f The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	57%	1,365	68%	40	11
	Somewhat Agree	22%	529	17%	10	-5
	Neither Agree nor Disagree	16%	390	7%	4	-9
	Somewhat Disagree	3%	71	7%	4	4
	Strongly Disagree	2%	57	2%	1	0
Q19 How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	45%	1,077	69%	41	24
	Somewhat Agree	33%	804	25%	15	-8
	Neither Agree nor Disagree	10%	244	2%	1	-8
	Somewhat Disagree	7%	180	0%	0	-7
	Strongly Disagree	4%	107	3%	2	-1

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	Well organized	78%	1,878	85%	50	7
	Well attended	83%	2,012	88%	52	5
	Focused on relevant content	70%	1,696	69%	41	-1
	Recognized by all faculty as valuable	45%	1,092	66%	39	21
	None of the above	2%	60	0%	0	-2
Q21 Please select all types of meetings where faculty members collaborate with one another.	Team meetings	94%	2,271	100%	59	6
	Department meetings	76%	1,834	86%	51	10
	Staff meetings	86%	2,081	97%	57	11
	Informal planning time	78%	1,892	92%	54	14
	Teacher/professional leadership meetings	73%	1,764	83%	49	10
	Other	9%	226	12%	7	3

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<p>Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:</p>	<p>1)Clear learning targets that aligned with the standards. 2) instructionals strategies (Break out rooms, Nearpods, interactive whiteboard) 3) Pre-and Post assessments to evaluate the growth and see what I need to keep and what needs to be changed or modified.</p>
	<p>A rigorous lesson in the classroom gives students an opportunity to think and grow by challenging them to exercise useful skills. This promotes students to take academic risks.</p>
	<p>A rigorous lesson includes the following: -Learning target -Standards -Differentiated group work -Success criteria -Assessments - summative and formative -Do now/warm up -Real world connection -Mini lesson -Guided practice -DOK questioning -Responsibilities for Teaching assistants and paras -Small group work</p>
	<p>A rigorous lesson is one that encourages the students to ask questions. The lesson should engage and sustain that interest. The lesson should challenge students of all levels and include investigations and research.</p>
	<p>A rigorous lesson looks like teachers meeting the needs of all learners. Teachers are planning intentionally to strategically support students at all levels. Teachers are implementing lessons that are flexible and that drive the data that was analyzed before a lesson. After the lesson, teachers reflect on student performance and modify or change future lessons to continue to support students.</p>
	<p>A rigorous lesson will have students attentive during the entire lesson. They are engaged in learning during the I do, we do, and you do. They are using accountable talk during the lesson.</p>
	<p>Academically rigorous lessons have tiered instruction. Students are pushed to higher level classwork activites so they are continually being challenged.</p>

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Academically rigorous lessons in my classroom include lessons that will challenge students based on their own individual needs. This include a do now to grasp where students are at and then instruction that aligns with deficits I see for students as less as challenging students that master the skill. It is about helping students that struggle to move forward and, as well as pushing advanced students to the next level.

All students are working and engaging in deep thought activities. Activities and questions must allow for deeper thinking beyond the taught skill and connection with other taught concepts.

All students work diligently on a task or a problem they are asked to solve or prove their understanding. The teacher will use the students interests to increase engagement and understanding of the lesson. Students are asked to explain their reasoning and teachers use state test questions in their daily activities.

An academic rigorous lesson is a lesson that helps the students develop a better understanding and makes their "brain sweat". It helps develop a better understanding of the topic.

An academically rigorous lesson consists of differentiated tasks, scaffolded tasks as well as challenges for advanced students. It requires accountable talk, student led conversations, and aligned lesson plans.

An academically rigorous lesson has high expectations for all and a clear goal for the end of the lesson. Students are aware of the success criteria to reach that goal and are engaging in meaningful work the entire time. Students are receiving supports and scaffolds as needed to be able to access the grade level standards from whatever level they are currently on. Students are able to use the success criteria to not only assess themselves but also assess and provide feedback to each other. Finally, a rigorous lesson involves student ownership and leaders within the lesson. The teachers should be facilitators in the process.

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An academically rigorous lesson has kids working together to reach a goal, having high expectations for the quality of work and using rubrics to ensure students know what is expected of them.

An academically rigorous lesson in my class room starts with an hour of humanities followed by the repetition of STEM, differentiated small group instruction and enrichment support.

An academically rigorous lesson in my classroom gives specific opportunities for each student to participate at their capability. Some students whose skills need to be honed in writing will have a more writing geared response to be met with proper guidance and feedback (while constructing their responses) by the teacher or TA. Students who are above grade level are asked to construct more in depth-thinking and applying responses to similar questions, independently.

An academically rigorous lesson in my classroom is one in which every level and type of learner is receiving differentiated instruction based on their individual needs. This is not just for the students with IEPs. Every single student in the classroom needs to be challenged throughout the lesson. If a student has already mastered the concept of that day's lesson, more instructional work and practice has already been prepared ahead of time to provide these students with the next steps they need to master a given topic or skill.

An academically rigorous lesson in my classroom is presented daily through leveled questioning while promoting higher order thinking questions. Students use accountable talk and use the same questioning while discussing with their peers.

An academically rigorous lesson in my classroom is where you see my students being challenged and their brains sweat! They are making mistakes and correcting them and have opportunities to think critically and deeply about the topic. They also connect the skill to real life experiences.

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An academically rigorous lesson in our classroom starts by a teacher reading our learning target and discussing the outcomes for the lesson. After modeling the lesson, students are able to work on an assignment based on the lesson. The teachers view the assignment and see if the students need any additional help understanding the lesson.

An academically rigorous lesson is one that demands strong student engagement and promotes high level thinking from all students. A rigorous lesson may also challenge students to take intellectual risks.

An academically rigorous lesson is one that is designed to challenge each student at their individual level of growth. The lesson should also provide choice and opportunity for the students to excel in unexpected creative outcomes. A variety of tiered success criteria should be established for different students, allowing students to reach their success goals and continue to be academically challenged.

An academically rigorous lesson looks like giving a student a challenge within their zone of proximal development. The lesson provides a good amount of brain sweat. For example, students in my class in math are currently doing 3rd and 4th grade skills which is 1-2 grade levels ahead, these provide a challenge as students are using what they know and using critical thinking skills to answer questions. Students are always willing to take on a new challenge and very much enjoy a challenge. It is not too hard that it is frustrating, it is just right. Lessons are able to be academically rigorous because of differentiation for small groups and individuals.

An academically rigorous lesson looks like students that are being challenged and working hard. Students should not be finishing work quickly if there is rigor.

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	<p>An academically rigorous lesson looks like students working on a real world problem that requires students to apply concepts they have learned during the week. For example, if students are learning how to compare proportional relationships, they will investigate a real world problem and have to apply skills where the steps on what to do first may not be evident. All students have an entry point and then I would scaffold from there.</p>
	<p>An academically rigorous lesson provides choice, draws real world connections, and is differentiated.</p>
	<p>An academically rigorous lesson requires students to apply their knowledge of a subject matter and be working diligently to solve a problem or connect their understanding. They should be engaged and be able to connect to the lesson as well.</p>
	<p>An academically rigorous lesson that is given daily in our classrooms is through differentiation and small group instruction.</p>
	<p>An academically rigorous lesson will include challenging content for students, as well as student engagement.</p>
	<p>As a Physical Education teacher, I make it my priority to have a Physical Education Standard along with the Core Standard that aligns with the lesson to enhance further knowledge and learning.</p>
	<p>Challenging students, students actively engaged, hands on opportunities, teamwork, class collaboration, student lead classrooms, class led discussions, student choice.</p>
	<p>Design tasks with multiple steps that build cognitively. Require design thinking (often in project-based learning)</p>

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Do Now: timer is 5 minutes. We usually take about another 3-4 minutes to go over it and share out answers with students. **Mini lesson:** is about 20 minutes. (This is the teacher/co teacher going over learning standards, the lesson and allow for student questions) **Coteacher** is taking attendance and getting in contact with absent students and their guardians to inform them of student absence. **Collaborative practice/modelling:** examples with the teacher (about 5-7 minutes) depending on the type of lesson/examples for that day. **Independent practice:-** This is where students are grouped and placed in breakout rooms to work on the worksheet/assignment for the day. Teacher and co teacher each go to different breakout rooms in order to ensure students are on task and are demonstrating mastery of the learning objectives of the day by asking questions about the assignment. This takes about 10 minutes. **Exit Ticket:** about 7 minutes. Breakout rooms are closed and all students are back to the main session. We discuss as a class what each group's responses were to different questions. and we move on to the Exit Ticket (if we have enough time depending on the day) Students will then submit their work for the day on Google classroom.

Hands on learning, higher order questions throughout exploration, and collaboration.

Having students explain their reasoning behind their thought process and methods to solve.

Holding the students to a high academic standard.

In my class, an academic rigorous lesson shows how critical thinking at deep levels takes place and how I differentiated activities to foster learning and support all students to master the skill. It gives students with Individual Educational Programs the opportunity to grow and shine as individuals. The lesson shows authentic learning experiences for the students to make connections beyond the assignment by developing inquiry that allows them to debate and encourage their thinking of new ideas supported by evidence. Finally, it allows me to assess their academic growth at every step of the lesson.

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	<p>In my classroom, I begin with standards-based lesson planning. It has clear expectations for student learning that is rigorous. The learning is independent and applies to the real world. My learning targets are standards-based which function as a daily organizer to help keep focused. It helps identify what my students need to know and where they are going. Students can help track their own progress which encourages them to be responsible for their own learning. The lesson plans are also scaffolded for rigor.</p>
	<p>In my classroom, an academically rigorous lesson looks like higher level questioning by the teachers which includes open-ended questions, teachers asking extending questions, so that students are encouraged to think more deeply. Also, there is evidence that students are given multiple ways to demonstrate learning and understanding.</p>
	<p>In my classroom, we follow the I do, We do, You do model. I model the lesson for the students, we then go through examples together. Students will then work independently or in groups on activities. We will come back together at the end of the class to go over any lingering questions.</p>
	<p>Learning Target, success criteria, mini lesson, blooms taxonomy questions to enhance their thinking, group activity and check for understanding.</p>
	<p>Learning is scaffolded and each part of the lesson is differentiated to meet the needs of all individual students whether they are higher or lower level.</p>
	<p>Lessons are differentiated based on each student's academic needs.</p>
	<p>Modeling and guided practice in small group.</p>
	<p>N/A</p>
	<p>One that challenges students. A lesson that is rigorous pushes students out of their comfort zone and allows them to expand their thinking. It consists of higher level questions, where most of the learning is done by the students. They are in charge of their learning.</p>

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	<p>Rigorous instruction often requires 'brain-sweat.' It's important to keep in mind that what might come easily and naturally for one student might actually be a difficult task for another. Tiered learning targets help each student work rigorously to achieve their target.</p>
	<p>Rigorous lesson Many facets begin in formulating a rigorous lesson Presenting lessons in a PowerPoint daily. Begin lesson with a “Do Now” to assess student knowledge and gain interest. Always present a “Learning Objective” based on the Standards for Content Area. Always prepare for “misconceptions” especially during the Do Now at the beginning of the lesson. Do Now serves as an assessment tool that can assess prior knowledge or a lesson previously taught. Blending the Strengths of Bloom's Taxonomy and Webb's Depth of Knowledge to Enhance Classroom-level Processes Rigorous classroom tasks Require students to synthesize multiple sources Subject and Content is presented in multiple formats utilizing technology according to the many learning styles of students. Require students to copy notes and providing them with a visual PowerPoint presentation daily. Lesson plan Anticipate student misconceptions and adjust lesson on the spot – Do Now can be used as an assessment. Common core state standards Essential question/ focus question Do Now Instructional strategies IEP modifications / accommodations – IEP goals Mini lesson – building Background knowledge/ activate prior knowledge-guided instruction Turn/ talk- critical thinking questions Student activity with differentiated components- student works individually, with a partner and in traids/quads.- critical thinking questions Summary extension</p>
	<p>Rigorous lessons are all differentiated based on every child's learning ability. Common core standards are aligned to every lesson.</p>

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Rigorous lessons are demonstrated by encouraging students to dig deep into the major cluster standards. Students are asked high order critical thinking questions to gage their understanding. Students are taught to practice inquiry based learning and demonstrating the learning with inquiry.

Student Choice Do Now and differentiated independent assignment with a closing part in which all the work students did independently is put together.

Students are consistently engaged throughout the lesson, without much loss of educational time as their is a transition in tasks or activities. Students are challenged at their level from the beginning to the end of the lesson.

Students are encourage to engage in discussion about a concept. (I do) I introduce the concept, then model the lesson's expectation. (We Do) After this students work collaboratively towards producing a formal or informal example of understanding. Based on this, if more information is needed. We will encourage in more modeling or collaborative work. If students show understanding they will be grouped by need or work independently on an cumulative assignment.

The lesson starts out with a Guided mini lesson that teaches the skill, then students do some examples together as a class to make sure they understand the material. Lastly, students are given some time to work independently or in groups on an assignment. After about 15 minutes or so, the class comes back together and goes over the material together to make sure everyone got the answers right and understand the material.

The teacher begins with a warm up to be used an assement of the previous lesson and/or to see what they may already know for this lesson. The teacher will then do a mini lesson and model for students. They the sudents will do some sort of hands on activity in mixed ability groups followed by an independant practice.

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	<p>The teacher is the support, the guide for the student to achieve a higher level of thinking. Guiding the students through analyzing and questioning. It is student centered learning.</p>
	<p>We use various engaging, relatable texts, then use them for cross text analysis. In addition we use higher order questioning techniques to encourage strong discussions, thinking, and engagement. We provide student choice and multiple levels of assessment, including self assessments.</p>
	<p>critical thinking, research and support</p>

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<p>Q2_Open2 Explain how you differentiate instruction for students in your classes:</p>	<p>1) Assess students prior to the lesson (Pre-test) 2) Students will be groups according to their needs 3) Use the RTI time to work with each group 4) Extra support (tutorial videos, one-to-one, organizer)</p>
	<p>All students learn in different ways. Lessons contain both group-work, as well as independent work. Students have multiple options for taking in information, making sense of ideas, and expressing what they learn. All students are provided with different avenues to acquire the content, process, make sense of the ideas, and develop products so that each student can learn effectively.</p>
	<p>As a Physical Education teacher, I differentiate for my students by physical ability and their levels in other classes by checking in with their other teachers. (Reading levels, I can statements met, etc)</p>
	<p>Assessments are done based on F+P, MAPs, I-ready and class performances. We use this data and information to create tiers. Classwork activities are scaffolded based on level the student is on. Differentiation in my class can range from different leveled texts to sentence starters for writing pieces.</p>
	<p>Based on my student's need and abilities, I create modified activities, assignments, etc. For example on an upcoming essay, I have provided some students with a checklist, other students with writing examples (non example and example), or annotated sources.</p>
	<p>Depending on the level and needs of the students, work will be scaffolded, resources will be available to aid in student comprehension, and work will be appropriate to accommodate all student needs.</p>
	<p>Differentiated lessons include visuals prompts, pre-teaching concepts, vocabulary and definition lists, scheduled time to stop and check for understanding throughout the lesson, etc.</p>

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Differentiation in my class means that I am constantly using assessments and reflections to make sure that each student is getting instruction to meet their individual needs.

Differentiation is designed at the lesson planning level. Students individual goals and assistant resource needs are applied to the lesson in conjunction to the standards. If a student has an IEP their individual goals are also taken into consideration based on the task and previous data collected, with special attention to the students management needs.

Differentiation is different for different students. Some require varying degrees of modification of the lesson/assignment. Others require different levels of assistance. Some need assistance in reading while others need help with writing. Sometimes the interventions are conducted one-on-one while other times interventions are made in small groups or even individually-targeted interventions during whole-class instruction. Tiered learning targets are part of each lesson.

Differentiation is used in every single lesson throughout the school year. It is used to help support all students in their learning and understanding of the lesson.

Differentiation varies depending on individual student needs. Some strategies include guiding students through sentence starters, more time, less questions, shortened reading passage (lower lexile levels), The opportunity for students to have choice as to whether write or illustrate their answers.

Each lesson that is implemented is differentiated based on the needs of the students. This offers an opportunity for all students to accomplish the task.

For my class I have separate tiers for each lesson, for all students. Usually tiers 1, 2 and 3. I even prepare each lesson for students who may be outliers. Each tier is set to target the learning needs to all students in the class.

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I currently teach 8th grade Math and an example of how I would differentiate instruction would be the use of visuals, hands on activities and incorporating technology. Students may also use graphic organizers, guided examples and highlighters.

I differentiate based on student need. This includes small changes like highlighting, color coding and pre-teaching, but also extends to things like revised test directions and differentiated readings based on student need. It is important to me to level the playing field not to water down material for any students.

I differentiate each lesson based off the individual students needs. A student with dyslexia will need larger text.

I differentiate instruction based on prior assessment data. The work is differentiated based on the student's individual needs.

I differentiate instruction based on students performance and standards. Every child works in different groups based on assessment and data.

I differentiate instruction by providing some students with tools such as graphic organizers, sentence starters and prompting to help them get to the same goal as students who are on level. I also differentiate by using stories/articles that are on my students particular reading level. During RTI I provide special education students as well as struggling students with explicit instruction in skills that they need extra support with.

I differentiate instruction by using task cards, implementing art work, videos, puzzles, and well written directions to tasks.

I differentiate instruction for students in my classes by providing different means for my students to respond. Such as: Drawing and writing phrases rather than sentences if they are struggling, providing scaffolded questions, and different strategies to successfully achieve a skill being taught.

I provides a vocabulary words bank for all handouts that's includes differentiated questions.

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I use data, such as pre assessments and independent activities (entry ticket) to see what students know and don't know. This usually helps determine where students should be placed on a given activity.

In my classroom, we differentiate instruction based on student current abilities and providing next steps once they succeed at their current abilities. Instruction is differentiated by grade level needs and cultural needs.

In school, we have a response intervention plan (RTI) based on data. This approach allows us to identify the students' levels and places them in tiers to learn effectively, according to their strengths and needs. Using the data, I can evaluate and decide which students will enter and exit each tier throughout the school year. Every tier has its specification, and I create scaffolding and differentiated activities for every one of them to provide early interventions when needed and foster academic excellence.

Individual student abilities are collected and then used to construct a lesson upon. Different learning styles and abilities are taken into account when tasks, goals and assessments are implemented prior to the lesson. Students are met at their individual needs and are allowed to reflect on how else can they grow academically and socially.

Instruction is differentiated into tiered groups. Each tier denotes a differing level or learning, reteach, enrichment, grade level. Each group has their own success criteria based off the learning target with scaffolds to complete the task.

Instruction is differentiated based on results from assessments, and based on needs from the IEP.

Instruction is differentiated by grouping students based on their academic levels and needs. The work is differentiated by providing the students with the appropriate supports they need to reach an understanding of grade level standards and curriculum.

Instruction is differentiated by student choice, student supports and RTI interventions

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	<p>Lessons are differentiated by providing a variety of tasks based on student need, based on students IEPs, and understanding to master a skill.</p>
	<p>Modeling and guided practice in small group Extra Time Maximize Practice in 1:1 setting with immediate and individualized feedback Modeling and guided practice in small group Use hands-on, non-linguistic representations reinforcement and recognition Use similarities and differences Use advanced organizers such as graphic organizers Restate the objective and reinforce the lesson Provide structure and predictable routine Provide rubrics to assist the student in pacing and monitoring progress</p>
	<p>My class instruction has been differentiated many different ways. Students have been grouped homogeneously based on proficiency level. Students have been differentiated by learning loss, and working in small groups with the teacher to bridge the foundational gaps.</p>
	<p>N/A</p>
	<p>Our differentiation is based on the individual needs of each student. Those students wit IEP's are provided with SDI/SAS standards tailored to their specific needs while students who display a strong understanding are challenged further.</p>
	<p>Part of our schools lesson planning structure is to anticipate student confusion, and misunderstanding. We also plan for the students who are at a different point in the mastery of the skill being taught during each lesson. Further modeling and instruction is prepared for each student based on their individual needs and learning requirements. Whether they are a visual, auditory, or kinesthetic learner, something is prepared for them to ensure that they are successful in mastering any given skill.</p>
	<p>Provide a pre-assessment before starting any new units and provide lessons based off of where the student is. Continuously assessing throughout the unit to check for understanding and growth.</p>

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	<p>Remote is different ! we try everything and then some organizers, 1:1, break out rooms, scaffolding</p>
	<p>Scaffolding, modeling is used in my lesson, graphic organizer's and check for understanding</p>
	<p>Small work groups: The students in each group rotate in and out. This gives them a chance to participate in many different groups. A group can include a pair of students or a larger group. But in all cases, it's an opportunity for students to learn from each other. Reciprocal learning: Sometimes students becomes teachers, sharing what they've learned and asking classmates questions. Continual assessment: Teachers regularly monitor students' strengths and weaknesses (in both formal and informal ways) to make sure they're progressing well in their knowledge and mastery of schoolwork.</p>
	<p>Specially designed instruction is provided by the teacher for the struggling students as well as supplementary aids and services to ensure they are successful during the lesson.</p>
	<p>Student assignments are designed to support the lesson topic, however, individual tasks may vary based on student choice as well as different learning techniques.</p>
	<p>Students are given differentiated classwork instruction based on their level for that specific subject/skill. Students are provided with resources to assist them based on their individual needs, such as graphic organizers.</p>
	<p>Students are in RTI Tiers level 1-3 based on academic need and Reading levels Academic need is based on student performance in classroom tasks and classroom assessments.</p>

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Students have choice within the classroom not only with the tasks but also the flexibility within the classroom seating and materials. Materials and tools to support students as needed are readily available for all students to utilize. Graphic organizers, game based learning, project based learning, hands on learning offered to students. Sentence frames, word bank, sentence starters, visuals, bilingual dictionaries for ELL/MLL students, voice to text and text to speech for students who need this support is always available as they would like to use them.

Students have the opportunity to choose how they will like to complete worksheets and activities (either in groups or independently). Students also have the option to ask for small group instruction or one-to-one if they need clarification. Worksheets are also designated as "mild"(less difficult) or "spicy" (more difficult)

Students in my classes are given differentiated instruction throughout the day. Assessments are given all day, both formal and informal. These assessments provide data to know what level each student is at. This data drives instruction, students who have mastered a skill will move onto another skill, whether that is a new skill that is similar or the next grade level. Students who are performing below grade level on a skill will receive instruction on that grade level. For example, if a 2nd grade student is performing on a kindergarten level in for adding and subtracting that student will receive instruction that they need in order to bridge the gap and get them back onto grade level. Students also receive specially designed instruction and supplementary supports and services.

The instruction in my classroom can be differentiated by having students produce a different product that still meets the objective of the lesson and their own success criteria. I differentiate the lesson based on interest and academic ability. Students also receive small group and 1:1 instruction based on their needs.

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The slides we show in class are color coded to meet the needs of a myriad of learners. The assignments are specifically assigned to meet the skills needs of students. Students are given differentiated versions of primary source documents/texts and asked to construct different types of responses. Individual learners who have trouble keeping up with the typing pace in the virtual classroom have an opportunity to speak their responses to the teacher or TA so they can help with the typing and gauge the learners understanding of the material to direct future lessons.

The work assigned is divided into parts which are assigned based on the skills that each student needs to work on.

To differentiate instruction for my students, I provide them with Specially Designed Instruction and Special Aids and Services based on their individual needs. Students with and without IEPs can receive differentiated instruction for any skill they may struggle with. This differentiation can start in a tier 2 intervention in a small group and even continue into tier 3 intervention which is more individualized and personal to that student. In order to know how to differentiate, the teacher can use the IEP data as well as classroom data collected to make the decisions on what the students need during that particular lesson. Differentiation can be provided in many forms and teachers must research and share best practices to know which strategies to use to excel their student's abilities.

To differentiate instruction means that students needs are being met whether they are below, on, or above grade level. Students are given different modes of learning whether it is through a presentation, direct modeling, 1:1, small group instruction, etc. Differentiated instruction also can look like the teacher putting in a great deal of planning to intentionally question students to track data, or it can look like turn a lesson plan into a highly engaging hands-on lesson.

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	<p>Using a student's IEP's and SDI/SAS, in order to meet each student at their individual level. Consistently assessing skills in order to see what needs to be retaught or reviewed for all students, Gen Ed or Sped.</p>
	<p>We design lessons based on students abilities and learning styles. We use various assessments, and materials offering each student with a point of access.</p>
	<p>We differentiate instruction based off of data accumulated throughout the school year. Students are given benchmark exams several times and that combined with ongoing assessments would drive differentiation.</p>
	<p>We differentiate instruction for students by putting students in small groups when students are working independently so those that need the extra help can get it. In addition, for those students who are really low, we provide simplified assignments for them to work on and those students who need enrichment, we always have extra work for them to do to challenge them.</p>
	<p>We do small group and 1:1 instruction for students in our classes. We scaffold lessons and assignments to meet the needs of all of our students.</p>

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<p>Q3_Open How do you use data in your classroom to guide instruction?</p>	<p>According to the data, I create my groups and specific success criteria that need to improve my instruction and students engagements</p>
	<p>Before starting to use data to inform your instruction, you have to break down the sources of data you have at your disposal and determine their usefulness in the big picture of your instructional plan. Breaking down your data sources will help you determine what data you want to focus on in short-term planning versus long-term planning.</p>
	<p>Data based on student performance in classroom tasks and classroom assessments guides instruction. After a quiz we go over wrong answers and make test corrections.</p>
	<p>Data from assessments is used to group the students during instruction and for interventions.</p>
	<p>Data from state exams is helpful in targeting what skills the students need most help with. We also use programs like I-ready to help guide our instruction based on the students lowest areas of performance.</p>
	<p>Data in my classroom drives my groupings for differentiated instruction. The groupings are fluid, changing based on their data and mastery of the standards. IEP goals are taken into account as well to work on each child's individualized needs. Data is taken from MAP testing, iready testing, and daily formative and summative assessments.</p>
	<p>Data is analyzed and assessed. Based on the outcome of the data instruction is altered to accommodate and ensure student success.</p>
	<p>Data is used at the end of the lesson to guide students into groups for classwork and future reteaches or future lessons. Data helps us understand if our students are ready to move on or require additional practice.</p>
	<p>Data is used daily to guide instruction. This includes test data, but also extends to anecdotal notes and qualitative data I take within the classroom daily.</p>

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Data is used in my classroom daily to guide instruction. Students are given different types of assessments to assess their knowledge on skills and standards. Students use computer adaptive assessments like i-ready and MAP as diagnostics and to show their growth throughout the year. This data is used to drive instruction. It tells if students are ready for a skill that we are moving onto or if a student has already mastered it. Data drives instructional grouping, the content that is taught and how much time is spent on the content based on student understanding.

Data is used in the classroom to determine which students need extra support, individual interventions or that may need more of a challenge. This helps us better plan our lessons to meet the needs of ALL of our students.

Data is used on a regular basis to better help facilitate differentiation. IEP's are referred to where necessary and growth reports are kept.

Data is used to determine how much time to spend on a particular skill. It's used to determine if any additional interventions need to be implemented to support struggling students or provide enrichment work for high level students.

Data is used to determine student's academic levels, strengths, weaknesses and growth.

Data is used to ensure that lesson activities are appropriate for individual students. Warm ups, classwork, home assignments and assessments are differentiated based on data. Data is also used by students to reflect on their own personal growth and areas that may need additional support for growth.

Data is used to help guide instruction. Students are being assessed both formally and informally throughout daily throughout the school year. Students are grouped based on strengths and weaknesses.

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	Data is used to track individual students, plan for follow-up interventions, plan for possible new interventions. Data helps understand where methods succeed and where things need to be addressed or fixed.
	Exit slips, mini lessons, discussion questions
	Formative and summative assessments greatly help lead topics of instruction in class. Rubrics and checklists allow students to keep track of their work and be held accountable for their academics. Posting assignment on google classroom allows the monitoring of student work.
	I use CCSS exit tickets data, NWEA maps data, assessments and teacher observations. This data is used to assess proficiency and how to better help the students grow.
	I use Google Sheets to track goals and progress. For instance, I will assign a writing assignment and based on a previous assessment will assign each student a writing goal, along with the assignment's goal. Once they have turned in there work. I will note whether they hit that goal and how. I will then make a note whether they are getting a new goal or reassess this goal.
	I use IEP data, Map data, F&P assessment and formal assessment to guide my instruction to differentiate all learning groups in my classroom.
	I use all assessment data to guide my instruction and to help me create instructional groupings. Based on data from each lesson, I also determine if certain students are in need of a re-teach lesson or if some students are able to move onto their exit ticket independently or even need some enrichment work.
	I use data in my classroom to guide instructions by the following: -On top of IEPs and BIPS - Depending on Exit tickets and Physical assessments is how I group my students. - And our staff does a great job of updating spreadsheets with "I can" statements of goals met.

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	I use data in my classroom to help determine how to differentiate my instruction. I use it to help determine what skills needs to be reviewed.
	I use data to drive my instruction. I analyze data from the sources of assessment which I use and modify my lessons appropriately. The data helps to guide the differentiated instruction in my classroom.
	I use data, such as: MAP data, F&P, formative and informative assessments, IEPs, and SD/SAS in my classroom to guide my instruction by looking and analyzing the results for each student. I always refer back to the standards and make sure the lessons being taught reach that standard.
	I use several diagnostics (MAP, i-Ready, etc.) including summative and formative assessments, attendance records, and surveys for every new skill being taught. This helps guide how much time is needed for each student to master the skill. We also use RTI for individual students to help target specific skill deficits.
	I use standardized tests to gauge overall learning and identify knowledge gaps, individual assessments reveal each student's needs, summative assessments catch learning roadblocks, and also inform curriculum and instruction.
	I use student data to adjust my teaching methods and tailor the student's learning experience. Data-driven instructions analyze student's academic outcomes to identify their strengths, gaps, and growing opportunities and, in this way, enhance the curricula and foster academic excellence.
	I use the data to differentiate my lessons and identify students strengths and weaknesses.
	I used it to know when a student has mastered a level or not so I may know when to pause or move forward.
	If students show that they have not mastered the skill through teacher observations, exit tickets, group work, then I will provide a reteach for those students.

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	<p>In the classroom, instruction cannot continue to occur without data collection. Pre-assessments are given as well as informal and formal assessments, exit tickets, and post assessments. Teachers take this data while teaching to determine groupings of students on the spot and interventions for students as well as drive instruction for the next day. We also use diagnostic assessments and we administer them three times a year to track a student's progress with each skill for the grade they are in.</p>
	<p>Iready and NYSESLAT scores</p>
	<p>It helps me determine what students still need and helps me determine who needs to move on to more challenging skills.</p>
	<p>It is used to guide future instruction, small group work and RTI.</p>
	<p>Modeling and guided practice in small group.</p>
	<p>Students are assessed bi-weekly in math and ela on their standards. This helps drive targeted instruction. Teachers use formative assessments to help drive instruction. Student conversations, and discussions help teachers also understand how they can guide their instruction.</p>
	<p>The data can be used to see what students are struggling with. Once that is found I can formulate a plan to help the students in that area of need.</p>
	<p>The data guides what students know and what they are ready to move on and learn. Using the data, students receive differentiated coursework based off of their abilities.</p>
	<p>The programs we use for Math are Imagine Math, MAP and IXL. Benchmarks are given at the start of the year, middle and end. The data is used to assign specific grade level lessons, small group instruction and set goals.</p>
	<p>The teachers review the data and use the information to group the students based on their level of understanding. We also use it to differentiate the work to meet their individual needs.</p>

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	Through assessments (discussions, activity tasks, exit tickets, guided questioning, weekly check ins)
	We are consistently reviewing data from our online diagnostic tests and classwork to see what standards need to be focused on next.
	We use I-Ready, MAPS Data and Fontus and Pinnell to guide classroom instruction.
	We use MAP assessment data to see what areas students need more work on and that informs our class instruction.
	We use NWEA Map Data, F&P, pre-assessments, and exit tickets to determine how to group students during instruction, which skills to teach, which skills to reteach and for enrichment purposes.
	We use a wide variety of data in order to guide instruction modeled for each individual student. We test each student using MAP assessments at least three times a year in order to assess their growth at the different points in the school year. This data, along with the formative and summative assessments that are performed daily during lessons drives the creation of future lessons throughout the week. This is periodically assessed.
	We use data from the MAP tests, I-ready, IXL, imagine math, and state tests. From here, we can see where the students are struggling and make changes to our lessons/differentiate accordingly.
	We use data to create tiers, differentiate, scaffold and monitor progress and teacher performance.
	We use the collected data to modify the next day's lesson or future lessons/units. We identify outliers and create new challenges or reviews based on each student's progress.
	We use the data from the assessments to see how well the students understand and are able to do the material. If the data shows they are not doing well, then we have to go back to our lesson and change it so that our guided instruction is geared to our students needs.

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	<p>We use the data in my classroom to guide instruction in the areas of strengths and how we can challenge students, as well as areas that need focus to achieve current level growth to grade level growth. We use our data from multiple platforms to support students who have an IEP or BIP plans.</p>
	<p>When necessary data on the students Math and ELA levels ,taken from iexcel, map dada, and past state exams are used to create differentiated lessons plans and determine appropriate resources for the needs of each student. Data is used to create individual goals and progress plans.</p>
	<p>With frequent meetings in which data is shared and discussed, we are consistently using data to tweak and update our lessons to better serve the students.</p>
	<p>grouping</p>
	<p>we use data from standardized diagnostics tests to ensure the lessons and individualized assignments are geared to meet the skills needs of students specifically- meaning the data from the diagnostics shows what skills each student is struggling with so we can create lessons to work on the mastering of those skills.</p>
	<p>x</p>

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<p>Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.</p>	<p>Discipline is taking very seriously here. We have many counselors that are available at a moment's notice to de-escalate situations. We discuss behavior issues weekly in a BIT meeting to involve the counselors and grade team.</p>
	<p>- Weekly meetings are an outlet to share such concerns. - Discussions to address such issues via email are encouraged by school staff.</p>
	<p>1) Send an email to staff member to see anyone have the same concern 2) Contact the Team leaders 3) Contact the counselor 4) Have a meeting with the student 5) If there's no success, set-up a parent meeting.</p>
	<p>A dedicated Counselor staff</p>
	<p>BIP meetings, grade level meetings, BIT meetings, a supportive principal and AP and team leaders.</p>
	<p>BIT meetings</p>
	<p>Behavior Meetings, other frequent staff meetings, portal through PowerSchool</p>
	<p>Behavioral Intervention Meetings</p>
	<p>Goal reports Class Dojo Point store</p>
	<p>Grade level teachers and staff meet biweekly with the schools counselors and administration to discuss students behaviors.</p>
<p>If there is a concern with student discipline, teachers can bring up those concerns at our Behavior Intervention Meetings that occur every other week. Teachers can also go right to the principal and assistant principal to bring up any concerns that are urgent and have an open discussion. Both the BIT and the administration will work with teachers to come up with a clear plan on how to address the discipline concerns. Parents are also involved and are aware of the plan.</p>	

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	<p>In my school, we have a BIT meeting once a week per grade where we discuss plans to help an individual student who has discipline concerns or academic concerns. In these meetings we discuss what we can do to help this child succeed and set up an academic meeting with their parent if needed.</p>
	<p>Instructional staff can always refer to their team leaders to raise a concern about student discipline and address it after reviewing the situation and finding the best approach to handle the case. We communicate with parents/guardians to inform them about it and to get their support as well. As a final step, we registered incidents in the school system platform to keep track of them. In addition, we have a weekly BIT meeting to address behavioral or academic challenges in the school. The team agrees on the best approach to improve student's behavior and/or finds the support they need. The BIT meetings reunite all high school teachers, the counseling team, team leaders, and the principal.</p>
	<p>None</p>
	<p>Our school meets every Monday for Behavior Intervention meetings. We discuss the students strengths, weaknesses, behavior's, interests, goals and set up a support/academic meeting with the Guardian and follow up at the next meeting. In addition our team meets on Wednesdays to discuss more.</p>
	<p>Reflection is used for students that need time to reflect on their behavior and complete mindfulness exercises.</p>
	<p>Speak with team members</p>
	<p>Students with discipline concerns have opportunities to speak with counselors, join different groups within the school community, and track behaviors for students with and without BIP plans.</p>
	<p>Teachers always have a platform to speak their minds in meetings, or 1:1 check-ins with their leader.</p>

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	Teachers are able to raise concerns in weekly meetings that are held specifically to focus on student behavior and interventions. Teachers may also reach out to counselors as well as leaders throughout the week to share concerns.
	Teachers are able to write an anecdotal on PowerSchool. Teachers can also ask the leadership team for advice and ask them for help.
	Teachers are always able to reach out to admin about any and all concerns. Teachers meet with counselors and create goal reports if needed. We also have Behavior Intervention Team meetings to discuss behaviors, make a plan and how and who will execute the plan.
	Teachers are frequently in contact with each students parents which is always an opportunity to discuss behavior concerns. BIT meetings are conducted nearly every week within the confines of the grades. These meeting are attended by teachers and counselors. BIPs are discussed and modified if needed.
	Teachers can raise student discipline concerns at our BIT meetings.
	Teachers can reach out to the principal, assistant principal, and school counselor who are always easy to reach and available. We also have scheduled meetings where we have opportunities to voice any concerns we have.
	Teachers can report incidents through powerschool or reach out to administration.
	Teachers have complete access to the school's leadership and administration if a concern arises. BIT meetings are held regularly when a need arises to discuss one student in particular. Grade meetings are held regularly to discuss students and behavior trends. There are many ways to contact parents when a concern arises if a teacher wants to discuss in further detail with them as well.

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	<p>Teachers monitor student participation and hold students accountable to master the learning target while maintaining respect for one another. Behavior intervention meetings are held once a week every week where individual students are discussed and an individualized plan is established to ensure student behavior is address.</p>
	<p>Teachers participate in BIT (Behavior Intervention Team) meetings to discuss discipline concerns every two weeks. Teachers also have the opportunities to speak with school social workers and administration to discuss further.</p>
	<p>The method available for teachers to raise student discipline concerns is at BIT meetings.</p>
	<p>The methods available for teachers to raise student discipline concerns are through BIT, grade and parent meetings.</p>
	<p>The school has many plans to deal with discipline concerns. Teachers can reach out to the principal and assistant principal, we can reach out to the social worker, we have BIT meetings where we discuss our students and come up with plans to move forward with helping our students. Some students have BIPS. Teachers use goal reports when needed.</p>
	<p>There is a strong discipline plan that the school implements daily. Daily anecdotal's, write up's.</p>
	<p>Using BIT meetings</p>
	<p>Utilizing goal reports, Bi weekly behavior intervention plan meetings, movement reward, dojo points, point store shopping, student of the month and star student of the week.</p>
	<p>We have bi-weekly BIT (Behavior Intervention Team) meetings within the grade where each teacher is able to bring up any discipline concerns. We also have BIP meetings (Behavior Intervention Plan) to monitor progress with students who have a BIP.</p>
	<p>We have counselors who are available at all times to help with discipline conderns. We also have behavior Intervention meetings so staff can discuss behavioral concerns.</p>

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	We have daily meetings and check-ins within grade, subject and full middle school meetings to discuss these concerns. We also meet regularly with counselors and school psychologists.
	We have frequent BIT meetings.
	We have great staff and counselors we work with as well as weekly behavioral intervention meetings to address discipline.
	We have meetings to discuss individual students and how we can help.
	We have regularly scheduled meetings to discuss, monitor and provide updates pertaining to student discipline concerns.
	We have weekly BIP and BIT meetings for each grade where we bring up and discuss any concerns regarding students behaviors.
	We have weekly meeting to address student behaviors or concerns about students behaviors. There we create behavioral plans, through collaboration with all that student's teachers and aides. We also have a online system to track behavior and occurrences.
	We have weekly meetings and teachers can go to leaders and administration at any time with concerns. This can also be emailed and logged on Powerschool as well.
	We have weekly meetings to address behavior concerns and create a plan that is individualized for the child.
	We hold Behavior Intervention Meetings bi-weekly to address any discipline concerns and students with behavior intervention plans.
	We hold weekly staff meetings to discuss students that need extra assistance in regarded to behavior or academics. The entire staff comes up with a plan to address each instance based on the individual student needs. We also work with the counselors in order to discuss concerns.

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	We raise our discipline concerns during regular staff meetings and/or during Professional Development days.
	We use "Behavior Intervention Team." As grades, we meet and discuss a student each week. We speak about concerns with either a school psychologist, licensed mental health counselor or social worker and come up with a response to intervention/plan.
	We use Behavioral Intervention meetings where teachers come together to discuss student behaviors and try think of a good plan for students and constantly revisit and reevaluate as needed.
	We use a write up system where teachers can fill out an incident report of what happened without any bias or opinion. After, admin decides what type of consequence is needed. If warranted, students may participate in a reflection, where they reflect on what happened, why it was wrong and how they can make a better choice next time.
	Weekly Behavior Intervention Meetings.
	Weekly Meetings focusing on students struggling with behaviors in which a plan is used to help those students.
	Weekly staff meetings are held called "Behavior Intervention Team meetings" (BIT) and at risk students are analyzed, by discussing their strengths and weaknesses and a plan is agreed upon. Weekly follow up is done for each student.
	contacting the assistant principal and principal
	email, BIT

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<p>Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."</p>	<p>Any issues are handled privately by our DASA Coordinator, Principal and leaders.</p>
	<p>Any issues of bullying, discrimination and harassment get brought right to school administration for further attention when brought to a teacher.</p>
	<p>BIT meetings, Restorative Justice meetings, counseling office</p>
	<p>Bullying is taken very seriously at our school. Students may be suspended or expelled depending on the severity of the situation.</p>
	<p>Bullying, discrimination and harassment are not tolerated in our school. If a situation as such arises, it is addressed immediately but school leaders, counselors and parents. Work shops are also given to students to help them further understand the severity of their actions.</p>
	<p>Bullying, discrimination and harassment are not tolerated. Immediate action and intervention plans are in place. The topic is discussed in class and students are educated on the importance of empathy.</p>
	<p>Counseling, parent meetings, open dialogue with the students</p>
	<p>DASA</p>
	<p>Don't know</p>
	<p>It is immediately reported to leaders and admin and our counseling team. Parents are contacted and discipline is taken after a thorough investigation.</p>
	<p>Meetings with parents, students, teachers, counselors and mentors.</p>
<p>Numerous seminars and an expansive wellness curriculum.</p>	

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	<p>Our school addresses issues of bullying, discrimination, and harassment through protocol. Both parties receive counseling services, families are contacted by teachers and administration, and based on the severity, in or out of school suspension.</p>
	<p>Our school addresses these issues by contacting our grade leader, principle and our DASA coordinator if any of these issues are witnessed.</p>
	<p>Our school has a no-bullying, no-discriminating, and no-harassment policy. We take action at the highest levels to prevent this from escalating.</p>
	<p>Our school uses, Sanford Harmony, BIT meetings, and Social Justice standards.</p>
	<p>Restore Justice trains</p>
	<p>Rules and expectations are shared with all students , staff and family members. Information is posted throughout the school on these issues. Counselors, parents and teachers conduct regular meetings to address and infractions and/or monitor any possible upcoming issues. A general culture is built into the school that frowns upon these incidents.</p>
	<p>Security plays a big role in person but our leaders always handle concerns before they turn into anything more serious.</p>
	<p>Students will meet with a counselor to discuss bullying, discrimination and harassment issues.</p>
	<p>Team leader, Social worker, Principal, teachers work together.</p>
	<p>The culture team is made aware and then a plan develops depending on the situation.</p>
	<p>The moment a case arises, the Teacher, counselor, security, and parents are involved. 1) See what kind of bullying 2) Get statements from both sides 3) have a meeting with individuals (Counselor and team leaders) 4) After that the counselor plan a meeting with both individuals as a group.</p>

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	<p>The school addresses issues of bullying, discrimination, and harassment by using Sanford harmony, social justice standards, BIT meetings.</p>
	<p>The school addresses these issues through a team of school counselors.</p>
	<p>The school addresses these issues through our program of Sanford harmony, BIT, and using social justice standards.</p>
	<p>The school contacts both parties and involves counseling to help solve the situation, as well as find a solution to move forward.</p>
	<p>The school does not tolerate bullying, discrimination, and harassment. If a bullying issue begins to arise, the social workers and administration are notified along with parents. Interventions are put in place to resolve the issue instantly. However, our school does not often have any issues with any of these things.</p>
	<p>The school has a hands on approach to bullying, discrimination and harassment. They will meet with parents, families and teachers to support all students and families.</p>
	<p>The school has a no tolerance policy. We also have a tiered system that explains each action and the repercussions for each action.</p>
	<p>The school has a zero tolerance policy for these types of issues. If there is a problem, it gets taken care of right away.</p>
	<p>The school has behavioral interventions, parent meetings, and counselors get involved. We also have a DACA representative.</p>
	<p>The school has in place a restore justice plan to address all these situations. The instructional and administrative staff is constantly trained on best practices to promote a safe environment for students and staff.</p>
	<p>The school has many mandatory assemblies and professional development seminars in which to address these issues.</p>

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	<p>The school has meetings and discussions to address any bullying, discrimination and harassment.</p>
	<p>The school takes the topic of bullying, discrimination, and harassment very seriously. The school has a wellness class that creates a safe space for students to share their thoughts about topics and learn about different components to keep their minds and body healthy. Counselors are always available to students and meet on a one to one basis with the students. The school hosts continuous "restorative justice" seminars, where staff all get together and speak about topics of race, discrimination, and harassment which brings staff closer together.</p>
	<p>The teacher will handle any issues first and then bring it outside of the classroom if needed. Meetings with security, counselors and administration take place when bullying discrimination and harassment happen in and out of the classroom. We use a social emotional program called sanford harmony, which addresses all components of social emotional learning. We also have social justice standards that we follow.</p>
	<p>There are a number of different interventions tools that may be accessed to address bullying, discrimination or harassment. If reported by a student or a teacher the home of the student's involved will be contacted. Students will have to take a bullying awareness seminar in school. Students maybe be asked to have a peer to peer meeting with a counselor. Seating in classes may be changed and close monitoring of the situation will be put in place.</p>
	<p>There are parent meetings with the students involved in the issues. From the parent meeting, some type of disciplinary action is taken</p>
	<p>There is a no bullying, discrimination or harassment policy which is enforced. Any of these issues are responded to by admin.</p>
	<p>Through wellness</p>

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To address these issues, students participate in a reflection to reflect upon the situation that may have occurred and how the situation could have been resolved in another manner or how the situation could have been avoided. Students may also participate in a mediation or group with the counseling department. Our wellness curriculum also touches upon these topics by allowing student participation in scenarios as well as games and teambuilding activities.

Usually involve the behavior team as well as teachers and parents.

We address the issue with the students affected. We have a system called "RCL" which stands for "reflect, cool down, and learn." Students will think about their behavior with the help of a teacher. They think of why they were upset, and how they can control their behavior next time. If they are bullying, students sometimes can be suspended, but will also have to do RCL.

We have a Dasa Coordinator, and also have a unit dedicated to it in wellness, along with posters in the building for awareness.

We have a no tolerance policy. We also have a tier of what actions would require what repercussions.

We have a weekly meeting to discuss student behavior and plans of action. We have a counseling team to use as support. Additionally, we teach our student DBT, which helps them to develop more strategies to help them understand and manage their behaviors.

We have a wellness class where this topic is reviewed in lesson plans. We also follow "fair but not equal"

We have counselors and school leaders who can speak to all parties concerned and work to resolve the situation.

We have meetings and discuss how to handle each situation on a case by case basis.

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	We incorporate Sanford harmony into our wellness curriculum, Behavioral intervention meetings as stated above, meetings and also have a place for student to Reflect Connect and Learn room with a counselor or assigned teacher.
	We use Sanford Harmony as our curriculum to prevent bullying, discrimination and harassment. We also implement social justice standards into the curriculum. We also have BIT meetings (Behavior Intervention Team) to address these issues when they arise.
	We use a variety of resources such as Sanford and Harmony program and Social Justice Standards to address issues of bullying, discrimination, and harassment.
	We utilize Sanford Harmony, Social Justice Standards, and Bit meetings.
	We work closely with our DASA coordinator in order to address these concerns, Incident reports are also taken from witnesses to any of this events.
	Weekly staff meetings are held called "Behavior Intervention Team meetings" (BIT) and at risk students are analyzed, by discussing their strengths and weaknesses and a plan is agreed upon. Weekly follow up is done for each student.
	don't know
	dont know

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Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:	A dedicated counseling staff
	Brain Breaks, Wellness Course
	By incorporating our Wellness curriculum.
	Consoling team
	Counseling
	Counseling is always available for students. We have a wellness curriculum in place that helps teach students ways to cope with emotions. We also use something called "Emma's Place", which helps students who lost a parent.
	Counselors schedule individual and group counseling sessions. Students participate in small group or whole classroom conferences as needed.
	Each grade at Lavelle Prep is staffed with its own counseling team who are always available for student's whether it is a regularly scheduled session or a student feels they are in need of a session. Lavelle Prep also has a wellness curriculum in place that helps students develop skill that will help them to regulate their emotions.
	Family wellness Fridays allows the students to engage in activities and share their thoughts and feeling within the classroom with their classmates, teachers and families.
	Frequent assemblies. Frequent staff meetings to discuss the students' needs. Briefings from the counseling department. Informal emails asking staff if they have any feedback on a particular students' behavior that day.
Frequent meetings with students on large and small scale that discuss these issues. Counselors make themselves available and also schedule appointments with students/families to explore areas of concerns, resources and possible solutions.	

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	<p>On top of the support of each teacher, students are provided with Para's and mental health care professionals. The school is also in constant contact with the families of these students and an intervention plan is documented and in place.</p>
	<p>Open Counseling department, Wellness classes, etc.</p>
	<p>Our Wellness program addresses social-emotions and mental health needs.</p>
	<p>Our school infuses a wellness program into the curriculum. We have a wellness teacher and a special time set aside to teach wellness each week. Families are included and engage in this program as well.</p>
	<p>Our school provides Sanford Harmony Instruction for our Wellness Curriculum. The counselors also provide social groups for students. In our classroom, students also feel they have a safe space to talk about their mental health. Students also have access to calm down kits and breaks when needed.</p>
	<p>Our school supports students' social-emotional and mental needs by providing counseling services, boys and girl groups, as well as implementing a period or two each month where students can express their feelings through a student led discussion. This allows students to build relationships, feel safe, and heard.</p>
	<p>School has counselors.</p>
	<p>Skill building, wellness class, meeting with counselors, creating a safe school environment. Families within the school.</p>
	<p>Social Groups for students, Counselors/social workers meet with students and push into class. We also teach Sanford Harmony curriculum with social justice standards included. Calming centers and calming kits in each classroom. Steps A is also used as emotion regulation. Class dojo is our incentive program to provide students with encouragement.</p>

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Some examples are emotion regulation, Sanford harmony, calming centers, social worker groups for students.

Some examples of how the school supports students' social- emotional and mental health needs is our social workers create groups for them when needed and our school provides wellness lessons.

Steps - A classes, Wellness Classes, Sanford and Harmony lessons, counseling, mentors, and constant check ins by all teachers and admin.

Student's needs are strongly supported with a wide range of interventions designed solely around the student, to help the child succeed in their academic career.

Students are provided with a Wellness class to help support their social-emotional and mental health. Counselors are also available if a student needs to talk to someone.

Students have access to counseling. There are during-zoom and after-zoom counseling sessions. We implemented a mental health period where kids can focus on socialization two times a month.

The counseling team would meet with those students and conduct evaluations.

The school has a fantastic counseling and social work team that remains in contact with students and their families regularly. There is also a parent support group set up weekly to assist parents of students experiencing social-emotional issues.

The school has a social emanational curriculum taught biweekly

The school has a wellness program in place that supports students' social emotional, and mental needs.

The school has the Sanford Harmony Wellness Curriculum. In addition the school social workers work with students in various groups. Classes have calming centers and offer rewards and incentives to students through Class Dojo.

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The school provides supports to students for their social-emotional and mental health through our Sanford Harmony Program. The school also holds small groups for students to enhance socialization and work on social-emotional skills. We also have one teacher who is our Sanford Harmony coordinator that we can go to with any questions or concerns with the curriculum. Also, we provide an incentive program that provides students with fun events that they can work toward and look forward to beside their academics. Last, our social workers also meet with students to address any social-emotional concerns at any time.

The school staffs counselors to meet the needs of students with social/emotional needs.

The school supports social-emotional and mental health issues by having each grade with a specific counselor, we allow the teaching assistant to let kids take a break if needed, and calming corners were also available.

The school supports student' social-emotional and mental health needs by always having a guidance counselor available to talk with that student and the parent if necessary.

The school supports students' social-emotional and mental health by checking in with families and students throughout the day. Also the wellness program is geared towards social emotional and mental health.

The school supports students' social-emotional and mental health by encouraging our wellness curriculum (Sanford and Harmony), social workers creating social/emotional groups, and teachers and social workers doing mental health check ins. We also have calm-down/cool down centers and materials for students to use to support them when necessary.

The school supports students' social-emotional and mental health needs through counselors as well as our Wellness program that the students participate in once a week.

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	The school uses an overwhelming amount of celebration for culture, diversity, and time to reflect and understand one another.
	There is a counseling team
	Through weekly meetings or emails.
	We currently use the Sanford harmony wellness curriculum for our social emotional learning. There are many social workers on campus to create groupings to support social needs of students.
	We have a counseling team. We have Wellness classes for every grade. There they learn DBT skills, (emotional regulation, distress tolerance, etc.)
	We have a staff of counselors who work with students and we have the behavioral intervention meetings so counselors, teachers, and team leaders can create appropriate interventions and follow up on at risk students.
	We have an amazing Wellness program through the use of Sanford Harmony. We are also social groups for boys and girls to meet virtually.
	We have counselors in school and as well as a program called wellness that deals about their emotion and mental needs
	We have dedicated counselors, school psychologists and social workers.
	We have great counseling that create close relationships with students so they always have somewhere to turn. We also use sanford harmony for our Wellness program that shares tools to teachers to help promote social emotional learning and development.
	We have meetings and discuss individual needs on a case by case basis.
	We have periodic assembly's, game nights, and we make sure they are given a plan to succeed with teachers and counselors

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	We have weekly meetings to discuss the progress of students that we believe need a conversation regarding behavior and social-emotional/mental health needs. We also work closely with the counselors in order to support each student.
	We use many programs such as class dojo for PBIS and sanford harmony. We also use steps A as well as teachers and counselors provide methods for emotions regulation when needed. Some teachers also have calmdown corners.
	We use the Sanford Harmony curriculum, our Social Workers create social - emotional groups, and we also have calming centers to support students when needed.
	Wellness class, counseling, groups (girls group, boys group, groups to help students make friends)
	Wellness classes and wellness geared curriculum.
	Wellness classes are mandatory for every student. The class teaches students mindfulness activities as well as coping strategies.
	Wellness classes provide a safe space for students to discuss physical and mental health. Behavior intervention meetings are designed to individualize support of students who need intervention.
	social workers, wellness class, small setting

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<p>Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.</p>	<p>According to the Danielson Rubric that being adjusted due to the epidemic 1) pre-observation 2) Observation 3) Post observation</p>
	<p>Danielson</p>
	<p>Danielson Framework is used for observations. Feedback is given for next steps and guidance.</p>
	<p>Danielson lesson planning evaluations</p>
	<p>Danielson observations. Notice and wonders from team leads for feedback and steps to move forward.</p>
	<p>Danielson peer groups, pre observations, observations and post observartions.</p>
	<p>Danielson. COVID has complicated this evaluation but checkins from our leaders is constant.</p>
	<p>Each school year, teachers complete an evaluation survey to state where they did well and where they can improve in going forward. Teachers come up with a plan to explain how they will make the improvements.</p>
	<p>Each teacher is given an informal and formal evaluation which follows the Danielson Rubric.</p>
	<p>Evaluators will meet with the teacher for a pre-observation meeting.The evaluators will then come into the classroom to observe. After the observation, the evaluator and the teacher will have a post-observation meeting.</p>
	<p>Formal and informal observations</p>
	<p>Formal and informal observations.</p>
	<p>I am not completely aware of the overall teacher evaluation process.</p>
	<p>Leaders and other teachers frequently visit classrooms in order to evaluate and learn from different teaching strategies and techniques. Each teacher has an open door policy, and everyone is encouraged to attend each observation session</p>
<p>Leaders and other teachers observe teachers and provide useful feedback.</p>	

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	None
	Observations/Peer to Peer collaboration
	Other teachers, or administration, come into the classroom to observe/evaluate. We are then given feedback in the form of Notice/Wonders. After responding to the wonders, we meet with the observer to discuss what went well, and next steps.
	Our school uses the "Danielson" system. We have observation meetings and are constantly giving each other feedback. We take our feedback from observations, discuss it, and learn from it to further help our students.
	Our school uses the Danielson Framework for all teacher evaluations. Both administration and instructional leaders conduct evaluations. Our evaluations are focused on areas of growth so we can support our teachers become the best they can be. There is a post observation meeting where the observer can address and clarify any wonders they may have had during the lesson. The teacher and the observer then come up with next steps together.
	Our school uses the Danielson Rubric and we are evaluated on every part of the rubric by a teacher-leader or administrator.
	Review of lesson plan and implementation of lesson by fellow peers. Assessment of level of contribution to the community of the school outside of class teaching.
	Same year teachers providing feedback in the form of notices and wonders.
	Subject leaders hold a pre observation session where teachers present their lesson. Then a formal observation occurs the next day using components from the Danielson rubric. The next day, the subject coach would provide constructive feedback. Random class visits also take place and observer emails constructive feedback to teacher.
	Teacher are evaluated based on the Danielson rubric. We are evaluated on all domains within the rubric during our evaluations.

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	<p>Teacher evaluation involves teacher observation. The lesson and observations are discusses with the observer and with other teachers. We discuss how the lesson meets Danielson's rubric with remote learning in mind.</p>
	<p>Teacher evaluation is based off the Danielson for teaching rubric.</p>
	<p>Teacher evaluation is continuous, where administration observes and you meet to discuss openly about the notes.</p>
	<p>Teacher's are observed by leaders and educators a few times per year. Teachers will be observed while teaching a full lesson in the classroom, and the observation will be followed up with a meeting. During the meeting, the teacher and observer will use Danielson Rubric to determine the effectiveness of the lesson as well as the planning, in all aspects. Teachers will then be given tools, techniques and suggestions to grow as educators.</p>
	<p>Teachers are always asked to reflect on their practice and to think of ways for improvement/growth.</p>
	<p>Teachers are evaluated based on the Danielson rubric. Teachers are able to have a pre and post observation to discuss their strengths and what they need to work on for next time.</p>
	<p>Teachers are evaluated through Danielson evaluation. Teachers are observed and given feedback on how they can improve their instruction.</p>
	<p>Teachers are formally observed using Danielson.</p>
	<p>Teachers are observed based off danielson rubric.</p>
	<p>Teachers are observed through the Danielson Model.</p>

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	<p>Teachers are required to upload lesson plans weekly for review. Members of the leadership team will enter a Zoom session and provide feedback to the teacher at a later time. This is different from in-person evaluations where we use the Danielson rubric to assess teacher performance.</p>
	<p>Teachers go through various observations by both peers and administration. The biggest one is a formal Danielson review in December/January.</p>
	<p>Teachers working in teams in order to better assess each other and help work on weaknesses in their craft.</p>
	<p>Team leaders and administration give feedback during visits in our classroom.</p>
	<p>The school uses Danielson Framework for Teaching Evaluation. We are evaluated many times during the school year and got feedback from the observers to improve our teaching styles and support our professional growth.</p>
	<p>The teacher evaluation process begins with a pre-observation where teachers collaborate and review the lesson plan using the Danielson rubric. Next, the lesson is delivered with the same or more teachers observing and taking notes/evidence. And last is the post observation where the teacher reflects, teachers share their observations and constructive feedback and use the Danielson rubric to compare and contrast to.</p>
	<p>The teacher evaluation process is done formally and informally using the Danielson rubric as the basis of the evaluation. Other teachers and staff are encouraged to participate in the observations and give feedback during and post observation meeting. This is done multiple times a year.</p>
	<p>The teacher evaluation process is used by Danielson. This year a team leader or administration member will pop in and provide feedback based on their observations.</p>
	<p>We are in groups with coaches where we collaborate to hone the different aspects of teaching from planning to instruction.</p>

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	We are observed and evaluated using Danielson Rubric.
	We first have a pre-observation where teachers and the evaluator discuss the lesson being taught to the students and give feedback. Next, the teacher does the lesson and get observed by the evaluator and any teacher who wants to observe as well. Lastly, we have a post-meeting where we discuss the lesson, the teacher reflects on the lesson and gets feedback with their score. Teacher also gets an opportunity to grade themselves and agree or disagree with their score.
	We use Danielson
	We use Danielson as our evaluation process. This year our team leader and administration comes to our classes and offers feedback and offers next steps to move forward.
	We use the Danielson Evaluation Rubric. Pre-observation, observation, and post-observation meetings are included during the observation process in order to evaluate the teacher and lesson.
	We use the Danielson Evaluation. We use all parts of the Danielson. Two times a year we are evaluated on parts 1-3. Once a year we are evaluated on part 4. We have open classrooms, inviting peers and supervisors at any time. We share week at glances and lesson plans with our peers.
	We use the Danielson Framework. Team leaders and administration visit and provide feedback. We discuss together next steps to work on and strive for growth.
	We use the Danielson Rubric
	We use the Danielson model to evaluate our teachers.
	We use the Danielson rubric to grade each other as teachers. Administration or group leaders will come into classrooms and provide notices and wonders about how teachers elicit their lessons.
	danielson, feedback,

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we have pop in from administrators, also coaches that support and help us.

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<p>Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.</p>	<p>"What do you think?" and "Do you have any wonders?" are asked dozens of times in every meeting. Surveys are also used pretty frequently. We also have an annual 'retreat.'</p> <p>-Online surveys -Meetings -Brainstorming of possible solutions and ideas for targeted issues -General emails</p> <p>1) Individual meeting 2) Personal email 3) survey (Anonymous) 4) very open to feedback and suggestion</p> <p>8th period grade meeting once a week</p> <p>Anonymous surveys.</p> <p>Checking our week-at-glances, pop in visits.</p> <p>Conversation, emails, staff shout outs</p> <p>Currently the team leaders roles have been taken away and revamped so we meet to discuss things as a grade team monthly</p> <p>Daily during our meetings, through the use of surveys.</p> <p>Daily leadership meetings</p> <p>During this remote time, it is through email. If we were in person there would be a pre-evaluation as well as a post evaluation to provide feedback.</p> <p>Examples of how school leadership solicits feedback from staff is usually given by Googleforms, weekly check-ins, and open the floor during staff meetings.</p> <p>Feedback is asked for often. We have many staff meetings to discuss different concerns and staff is encouraged to provide their feedback. We also have a yearly retreat where we all give feedback on many topics.</p> <p>Google Forms getting our feedback, questions or concerns. At weekly staff meetings they also open up the floor to any questions. Weekly grade meeting check ins help with feedback as well.</p> <p>Google Forms in addition to staff meetings.</p>
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	Google forms Emails Check-In meetings on zoom
	Grade level meetings and meetings with content leaders to share out.
	Leadership asks those also in leadership roles for feedback on the rest of the staff.
	Leadership does check-ins, has staff share any concerns/questions during staff meetings. Leadership also sends out google forms/surveys for staff to provide feedback on.
	Leadership kindly submits feedback as "I noticed, I wondered". We respond to the feedback.
	Leadership schedules meetings to discuss important topics. We are also sent surveys to provide an anonymous source of feedback.
	Leadership send out anonymous emails asking how they can make the school a better place. Leaders greatly value staff opinion when making decisions in school.
	Leadership solicits feedback from staff members in a variety of ways from surveys to meetings, PDs, informal and formal means.
	Meetings, surveys
	None.
	On my grade level there are constant check-ins and survey's from our grade leader. School leadership also does a good job of issuing surveys and providing meeting time to discuss and evaluate overall staff morale.
	Open door policy, discussions, and meetings with staff consistently
	Our school leadership always ask for feedback from the staff at meetings or through e-mails.
	Post observation meeting.
	School leadership solicits feedback from staff by giving us surveys and checking in with us to hear all voices.

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	School leadership solicits feedback from staff by providing them with surveys and asking them for their input and opinions on different subject matters.
	School leadership solicits feedback from staff constantly. They ask for our input when things are presented to us during all staff meetings. They even send us google forms to collect data on our thoughts on things such as curriculum, new programming ideas, etc. Leadership also holds a once a week cabinet meeting where instructional leaders are able to give their input on ideas at any time. Last, instructional leaders meet with team members on zoom once a month to check in with them and get feedback.
	School leadership will send us surveys to fill out.
	Some teachers sit in on classes and provide critics and suggestions to improve lesson stature.
	Staff is sent surveys to fill out.
	Staff surveys, google forms, staff meetings, emails.
	Surveys are sent out for teacher feedback, concerns and suggestions often. Weekly staff meetings are also held for the above.
	Surveys, daily meetings, e-mails, and one on one ZOOM meetings.
	Surveys, meetings, retreats, open door policy
	Surveys, meetings, spreadsheets, etc.
	Teacher check-ins, surveys, staff meetings
	There are weekly check-ins by our school leaders and staff complete google forms about different topics. School leaders always ask our opinions during staff meetings.
	They will talk to you and go over step by step of your lesson or email you want your grows and glows were in the lesson
	Through general meetings.
	Through staff meetings.

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	We frequently receive google forms to provide feedback to school leadership. Our school leadership provides weekly check in meetings. At staff meetings, school leadership always asks for our opinions and offers time to answer questions.
	We have grade meetings 2 times a week where our grade leader takes feedback and brings it to a cabinet meeting each week.
	We have grade team meetings weekly. Our team leaders also are always checking in.
	We have weekly meeting where leaders discuss directly with staff. We also have a retreat two times a year where staff can bring up issues or bring proposals to leaders.
	We hold weekly team meetings in order to provide feedback to the leadership.
	We receive notice and wonders after being observed. We also meet with a team of observers both who are Danielson trained as well as any teachers who wanted to observe the lesson.
	We schedule post-observation conferences when we have observations.
	We talk about feedback and changes and wants and make changes
	Weekly meetings, bi-weekly 1:1 meetings, grade team lead meetings, all staff meetings, professional development, feedback emails after observations.
	none
	school leadership gets feedback through meetings and surveys.
	sometimes in a large meeting

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<p>Q22_Open Describe your understanding of the mission and key design elements of the school:</p>	<p>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 all students, including those living with emotional challenges. Full integration in all classes and activities enables each student to develop the academic skills, emotional fluency and confidence required to be successful students today and thoughtful, open-minded leaders tomorrow.</p>
	<p>1) Develop a vision and a mission 2) Discuss as a team our main goal 3) Assessments 4) Classroom environment 5) Support</p>
	<p>At Lavelle we provide our students in grades K-12 with a college prep education to prepare them to graduate 12th grade and succeed in college and beyond. We believe that all students including students living with emotional challenges can be and will be successful at the college level and in their futures.</p>
	<p>Education for all.</p>
	<p>I feel I have a strong understanding of our mission and values at our school. We teach them to our students and we also reflect on them bi-weekly. We offer a safe space for all students that respects and hears all voices. We are a college-prep school that believes in emotional success just as much as academic success.</p>
	<p>I understand that our schools mission includes teamwork and ensuring all students are successful, regardless of their academic, behavior, financial, and cultural needs.</p>
	<p>It seems to me the public is quick to dismiss the dreams of students with disabilities no matter how mild or severe they might be.LP offers a space for students with varying degrees of obstacles whether mental, physical, emotional, or academic where they are encouraged to work hard for what they want.</p>

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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. Full integration in all classes and activities enables each student to develop the academic skills, emotional fluency and confidence required to be successful students today and thoughtful, open-minded leaders tomorrow.

Lavelle Prep offers college preparatory education that equips and empowers students to go to college and succeed in life. In Lavelle, we support students with special and emotional needs to overcome their challenges.

Lavelle Preparatory Elementary believes in and have come up with 12 core values that we value as a school. We also have a mission that we promote to families and students at our school when they are first entering and even when they are continuing to attend our school. We strive to fully integrate students experiencing emotional challenges with a rigorous college-preparatory education that equips and empowers students to go to college and succeed in life.

Lavelle aims to provide students with a positive learning environment that is designed to support their individual academic and emotional needs. Lavelle will provide students with the tools necessary to grow and succeed academically, as well as mentally and emotionally.

Lavelle prep is school with strong teams.

Lavelle's mission is to welcome all students, including those living with emotional challenges and guide the students to develop academic skills, emotional fluency, and confidence so they can be successful now and in the future. We have dually certified teachers and the classes are fully integrated and instruction is differentiated for all.

My understanding is that Lavelle is a school that makes sure that all students get a fair, equal, and challenging education.

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My understanding of the mission and key design elements of the school is rigorous college-preparatory education that equips and empowers students to go to college and succeed in life. Their values are for everyone to play nice in the sandbox and providing safe place.

My understanding of the mission is to provide a safe space for our children to grow. The mission also opens the door for creativity and growth.

None

Our goal is to make the impossible possible. Student who come to our school are here because their old school, teachers, community was not a fit for them. We make them comfortable and college ready as early as K.

Our mission at Lavelle Prep is to provide and welcome all students with a rigorous college preparatory education while including those with emotional needs.

Our mission is for all students no matter what their ability level is or background can succeed academically in school, graduate and go to college.

Our school is a college prep plan inclusive of students with emotional challenges.

Our school provides a rigorous college prep education that empowers students to succeed in college and in life. We also welcome all students, including those living with emotional challenges. We work together to help them develop the academic skills, emotional fluency and confidence required to be successful students today and thoughtful, open-minded leaders tomorrow.

Our school provides a rigorous college preparatory education that equips and empowers students to go to college.

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Our school strives to implement our core values regularly. Those core values are: Make the impossible, possible, value diversity, ensure a safe and supportive place to grow, respect and hear all voices, overcome barriers, open doorways for the leaders of tomorrow, play nice in the sandbox, make a better Staten Island, believe in second chances, embrace creativity and discovery, foster lifelong learning, and welcome everyone with a smile.

Our school strives to integrate all students, especially those with social and emotional challenges, with a rigor based curriculum. Our objective is to guide and empower all of our students towards a college education and ultimately to strive through life and experience life successes..

Our school's mission is to get each student college and career ready. This goes for general education as well as special education students. We do not have modified promotion. We provide fully inclusive and integrated classes and small class sizes. Each class has 2 certified instructors, a content specialist as well as a SPED certified teacher or TA.

Our school's mission is to provide all students (gen ed and students with disability) with rigorous education and to prepare students for college.

Our school's mission is to provide pathways to college for students living with emotional challenges and other special needs. We fully integrate students and give multiple options to help students meet their goals.

The Mission of the school is to provide a path for students who would normally fall through the cracks to attend college.

The mission at Lavelle Preparatory Charter school is to provide an education inclusive to students of various learning levels, abilities and emotional challenges in the least restrictive environment by having smaller class sizes with a teacher and TA in each class.

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	The mission is for all students to be global citizens. We recognize our students as outstanding problem solvers, lifelong learners, students who can make a difference, and aware communicators.
	The mission is to educate all students no matter the the background.
	The mission is to make sure every student is put in the best possible position to succeed.
	The mission of our school is to look at our core values. Some examples are Playing nice in the sandbox and Welcoming everyone with a smile.
	The mission of the school is to provide a college prep curriculum to students so that they can be successful in college and in life. We provide instruction to meet the needs of all students.
	The mission of the school is to provide a supportive and safe learning environment for all students and to meet their individual needs.
	The mission of the school is to provide an integrated learning experience for diverse learners. This includes students with disabilities as well as general education students.
	The mission of the school is to provide every student with an equal opportunity towards success. We prepare the individual student for the skills that they require in order to achieve success in college and in life.
	The mission of the school is to support and ensure that all students graduate and grow both academically and socially.
	The school mission is a college prep school that welcomes all students from all backgrounds.
	The school provides students with the opportunity to work in small class sizes which leads to more differentiated and focused instruction. Students are taught skills to help them understand their social-emotional needs. They can then use these skills in their every day lives.

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	<p>This school is a college prep school for all students. They strive to prepare every student so they can attain this goal.</p>
	<p>To better all students in learning, help grow and a pathway for college.</p>
	<p>To create an inclusive environment for students to grow academically and emotionally.</p>
	<p>To foster students with disabilities in an inclusive environment.</p>
	<p>To prepare student to be college ready and succeed in college as a positive agent of change.</p>
	<p>Trying to reach student goals for growth</p>
	<p>We are a school dedicated to meeting the social and emotional needs of a myriad of learners from all over Staten Island.</p>
	<p>We follow a list of values which is everchanging but has stayed in its current state for sometime. We strive to fully integrate students experiencing emotional challenges with a rigorous college-preparatory education that equips and empowers students to go to college and succeed in life.</p>
	<p>We follow core values</p>
	<p>We strive to ensure students success for all levels.</p>
	<p>We strive to fully integrate students experiencing emotional challenges with a rigorous college-preparatory education that equips and empowers students to go to college and succeed in life. This means that we hold students to high standard while integrating both general education & special education students. This better prepares them to be successful members of society and complete college.</p>
	<p>We strive to fully integrate students experiencing emotional challenges with a rigorous college-preparatory education that equips to go to college and succeed in life.</p>
	<p>inclusion</p>

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well understood

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<p>Q23_Open Please use this space to provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.</p>	<p>An excellent environment for students and staff. Students are our priority and make sure they are on track to graduate High School and are College Ready. No areas to improve upon.</p>
	<p>I truly enjoy working at this school and it is amazing that we can offer such small class sizes with teachers and teacher-assistants. It is a family-like environment in the classroom and school.</p>
	<p>In years past we had team leaders who had specific leadership roles. Last year this was phased out and it made things much more difficult. It seems we are trying to get leadership roles back so we are moving back to the right direction.</p>
	<p>Lavelle Charter School continues to amaze me. The work ethic of its staff is superb. The expectations continue to grow. Students and teachers are always held to a high standard.</p>
	<p>Lavelle Preparatory is a school that provides students and their families with a safe place. We welcome every student and their family with a smile and we form strong bonds with everyone. Being that we have such small class sizes, we can truly help students succeed and meet their needs. Every class becomes a family and the students will stay in our school up until 12th grade. I love working at this school and I love how diverse the students and the staff are. Lavelle Elementary is an excellent place to send your children and an excellent place to work in! Come join us!</p>
	<p>Listen to the teachers because they are in the trenches. please do not have disconnected "leaders" with "titles" making the decisions. Stay informed and not in a bubble</p>
	<p>N/A</p>
	<p>Overall I feel this is a great place to work. The staff and the students make Lavelle an easy choice to work.</p>
	<p>The use of technology has been quite effective for most students at this school. Teacher and school staff have done a great job of sharing each others experience and knowledge.</p>

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This is a great place to learn and teach. Staff and students are supported in an environment created for success.

We also implement PBIS through class dojo.

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John W Lavelle Preparatory CS Response n = 182 Response Rate = 89%

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q1a_In-Person I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	11%	358	10%	18	-1
	Somewhat Agree	15%	476	6%	11	-9
	Neither Agree nor Disagree	8%	257	5%	10	-3
	Somewhat Disagree	4%	132	2%	3	-2
	Strongly Disagree	5%	147	4%	7	-1
	I have not attended in-person	57%	1,825	73%	133	16
Q1a_Remote I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	18%	566	27%	50	9
	Somewhat Agree	22%	712	35%	63	13
	Neither Agree nor Disagree	19%	595	13%	23	-6
	Somewhat Disagree	9%	291	6%	11	-3
	Strongly Disagree	15%	478	11%	20	-4
	I have not attended remotely	17%	553	8%	15	-9
Q1b_In-Person I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	13%	423	5%	10	-8
	Somewhat Agree	13%	405	9%	17	-4
	Neither Agree nor Disagree	8%	247	5%	9	-3
	Somewhat Disagree	4%	131	3%	5	-1
	Strongly Disagree	6%	184	4%	8	-2
	I have not attended in-person	56%	1,805	73%	133	17
Q1b_Remote I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	18%	584	21%	38	3
	Somewhat Agree	22%	702	23%	42	1
	Neither Agree nor Disagree	17%	537	14%	26	-3
	Somewhat Disagree	10%	323	12%	22	2
	Strongly Disagree	15%	485	16%	30	1
	I have not attended remotely	18%	564	13%	24	-5
Q1c_In-Person At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	17%	532	10%	18	-7
	Somewhat Agree	18%	561	17%	31	-1
	Neither Agree nor Disagree	10%	304	5%	10	-5
	Somewhat Disagree	4%	134	2%	3	-2
	Strongly Disagree	3%	89	2%	3	-1
	I have not attended in-person	49%	1,575	64%	117	15

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q1c_Remote At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	27%	876	32%	58	5
	Somewhat Agree	33%	1,045	42%	76	9
	Neither Agree nor Disagree	20%	629	13%	24	-7
	Somewhat Disagree	8%	264	5%	10	-3
	Strongly Disagree	7%	226	5%	10	-2
	I have not attended remotely	5%	155	2%	4	-3
Q1d_In-Person There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	31%	979	17%	31	-14
	Somewhat Agree	11%	361	9%	16	-2
	Neither Agree nor Disagree	6%	194	2%	4	-4
	Somewhat Disagree	2%	60	2%	4	0
	Strongly Disagree	1%	37	2%	3	1
	I have not attended in-person	49%	1,564	68%	124	19
Q1d_Remote There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	40%	1,285	29%	52	-11
	Somewhat Agree	25%	789	27%	49	2
	Neither Agree nor Disagree	16%	524	18%	32	2
	Somewhat Disagree	5%	169	8%	15	3
	Strongly Disagree	6%	199	11%	20	5
	I have not attended remotely	7%	229	8%	14	1
Q1e_In-Person I have the opportunity to be part of class discussions or activities.	Strongly Agree	33%	1,055	22%	40	-11
	Somewhat Agree	12%	388	9%	17	-3
	Neither Agree nor Disagree	5%	148	1%	2	-4
	Somewhat Disagree	1%	28	1%	1	0
	Strongly Disagree	1%	27	1%	1	0
	I have not attended in-person	48%	1,549	66%	121	18
Q1e_Remote I have the opportunity to be part of class discussions or activities.	Strongly Agree	60%	1,929	72%	131	12
	Somewhat Agree	23%	722	19%	34	-4
	Neither Agree nor Disagree	9%	286	4%	7	-5
	Somewhat Disagree	2%	61	2%	3	0
	Strongly Disagree	2%	63	2%	3	0
	I have not attended remotely	4%	134	2%	4	-2

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q2a The bathrooms in this school are clean.	Strongly Agree	21%	665	14%	26	-7
	Somewhat Agree	18%	588	17%	31	-1
	Neither Agree nor Disagree	9%	300	9%	16	0
	Somewhat Disagree	5%	151	4%	8	-1
	Strongly Disagree	4%	119	3%	5	-1
	I have not attended in-person	43%	1,372	53%	96	10
Q2b The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	21%	684	14%	25	-7
	Somewhat Agree	21%	656	19%	34	-2
	Neither Agree nor Disagree	9%	284	9%	17	0
	Somewhat Disagree	5%	158	4%	8	-1
	Strongly Disagree	2%	71	2%	4	0
	I have not attended in-person	42%	1,342	52%	94	10
Q2c Repairs are made in a timely manner.	Strongly Agree	18%	560	9%	16	-9
	Somewhat Agree	16%	510	19%	35	3
	Neither Agree nor Disagree	18%	591	14%	26	-4
	Somewhat Disagree	4%	118	5%	9	1
	Strongly Disagree	2%	70	3%	5	1
	I have not attended in-person	42%	1,346	50%	91	8
Q2d I am proud of the way my school looks.	Strongly Agree	25%	811	16%	29	-9
	Somewhat Agree	18%	579	19%	34	1
	Neither Agree nor Disagree	12%	393	12%	22	0
	Somewhat Disagree	4%	112	3%	5	-1
	Strongly Disagree	3%	91	3%	5	0
	I have not attended in-person	38%	1,209	48%	87	10
Q3a This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	41%	1,321	43%	78	2
	Somewhat Agree	29%	922	32%	59	3
	Neither Agree nor Disagree	23%	745	17%	31	-6
	Somewhat Disagree	4%	122	4%	7	0
	Strongly Disagree	3%	85	4%	7	1

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q3b The things I'm learning in school are important to me.	Strongly Agree	34%	1,083	32%	58	-2
	Somewhat Agree	36%	1,155	46%	84	10
	Neither Agree nor Disagree	17%	552	11%	20	-6
	Somewhat Disagree	8%	258	8%	14	0
	Strongly Disagree	5%	147	3%	6	-2
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	37%	1,187	41%	74	4
	Somewhat Agree	36%	1,145	41%	75	5
	Neither Agree nor Disagree	18%	590	11%	20	-7
	Somewhat Disagree	6%	176	3%	6	-3
	Strongly Disagree	3%	97	4%	7	1
Q4a My classes are challenging.	Strongly Agree	23%	736	30%	54	7
	Somewhat Agree	44%	1,391	42%	76	-2
	Neither Agree nor Disagree	21%	680	19%	34	-2
	Somewhat Disagree	9%	293	8%	14	-1
	Strongly Disagree	3%	95	2%	4	-1
Q4b I feel that I am on-track for high school graduation.	Strongly Agree	47%	1,492	55%	101	8
	Somewhat Agree	30%	951	29%	53	-1
	Neither Agree nor Disagree	15%	470	9%	17	-6
	Somewhat Disagree	6%	204	4%	7	-2
	Strongly Disagree	2%	78	2%	4	0
Q4c The school provides me with college prep assistance and information.	Strongly Agree	42%	1,356	53%	96	11
	Somewhat Agree	32%	1,035	36%	65	4
	Neither Agree nor Disagree	19%	600	8%	15	-11
	Somewhat Disagree	4%	137	2%	3	-2
	Strongly Disagree	2%	67	2%	3	0
Q4d I know who to talk to for information about different careers.	Strongly Agree	44%	1,393	40%	73	-4
	Somewhat Agree	28%	895	34%	62	6
	Neither Agree nor Disagree	17%	558	15%	28	-2
	Somewhat Disagree	7%	213	7%	12	0
	Strongly Disagree	4%	136	4%	7	0

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q5a_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	87	3%	6	0
	Weekly	2%	48	1%	1	-1
	Monthly	1%	27	1%	1	0
	A few times	5%	144	3%	6	-2
	Rarely	10%	315	9%	16	-1
	Never	23%	743	12%	21	-11
	I have not attended in-person	57%	1,831	72%	131	15
Q5a_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	110	4%	7	1
	Weekly	2%	61	1%	2	-1
	Monthly	1%	41	2%	4	1
	A few times	5%	156	4%	7	-1
	Rarely	11%	351	10%	19	-1
	Never	71%	2,267	77%	140	6
	I have not attended remotely	7%	209	2%	3	-5
Q5b_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	2%	74	3%	6	1
	Weekly	1%	29	1%	1	0
	Monthly	1%	25	0%	0	-1
	A few times	3%	108	2%	3	-1
	Rarely	7%	220	7%	13	0
	Never	29%	912	15%	27	-14
	I have not attended in-person	57%	1,827	73%	132	16
Q5b_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	3%	90	4%	7	1
	Weekly	2%	60	2%	3	0
	Monthly	1%	33	0%	0	-1
	A few times	4%	125	4%	7	0
	Rarely	9%	286	9%	17	0
	Never	75%	2,402	80%	145	5
	I have not attended remotely	6%	199	2%	3	-4

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

John W Lavelle Preparatory CS Response n = 182 Response Rate = 89%

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q5c_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	2%	78	3%	6	1
	Weekly	1%	35	1%	1	0
	Monthly	1%	25	0%	0	-1
	A few times	4%	125	3%	5	-1
	Rarely	8%	263	7%	13	-1
	Never	26%	846	14%	25	-12
	I have not attended in-person	57%	1,823	73%	132	16
Q5c_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	96	4%	7	1
	Weekly	2%	57	1%	2	-1
	Monthly	1%	24	0%	0	-1
	A few times	4%	134	4%	8	0
	Rarely	10%	322	9%	17	-1
	Never	74%	2,369	80%	145	6
	I have not attended remotely	6%	193	2%	3	-4
Q5d_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	2%	74	3%	5	1
	Weekly	2%	51	1%	2	-1
	Monthly	1%	30	0%	0	-1
	A few times	5%	148	3%	5	-2
	Rarely	7%	233	5%	10	-2
	Never	26%	835	15%	28	-11
	I have not attended in-person	57%	1,824	73%	132	16
Q5d_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	107	4%	8	1
	Weekly	2%	52	1%	2	-1
	Monthly	1%	42	0%	0	-1
	A few times	5%	162	7%	12	2
	Rarely	10%	304	9%	16	-1
	Never	73%	2,333	78%	142	5
	I have not attended remotely	6%	195	1%	2	-5

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John W Lavelle Preparatory CS Response n = 182 Response Rate = 89%

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q5e_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	87	4%	8	1
	Weekly	1%	37	1%	2	0
	Monthly	1%	26	1%	1	0
	A few times	4%	143	2%	4	-2
	Rarely	8%	264	7%	12	-1
	Never	26%	816	14%	25	-12
	I have not attended in-person	57%	1,822	71%	130	14
Q5e_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	95	4%	7	1
	Weekly	2%	59	1%	1	-1
	Monthly	1%	47	1%	2	0
	A few times	5%	165	5%	9	0
	Rarely	10%	311	13%	23	3
	Never	73%	2,323	76%	138	3
	I have not attended remotely	6%	195	1%	2	-5
Q5f_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	2%	73	3%	5	1
	Weekly	2%	49	1%	2	-1
	Monthly	1%	28	0%	0	-1
	A few times	5%	169	2%	3	-3
	Rarely	8%	243	5%	10	-3
	Never	25%	800	16%	30	-9
	I have not attended in-person	57%	1,833	73%	132	16
Q5f_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	99	6%	11	3
	Weekly	2%	52	0%	0	-2
	Monthly	1%	42	1%	1	0
	A few times	5%	168	5%	9	0
	Rarely	10%	327	11%	20	1
	Never	72%	2,304	76%	139	4
	I have not attended remotely	6%	203	1%	2	-5

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John W Lavelle Preparatory CS Response n = 182 Response Rate = 89%

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q5g_In-Person [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	3%	103	3%	6	0
	Weekly	2%	63	2%	4	0
	Monthly	2%	53	1%	1	-1
	A few times	7%	237	5%	9	-2
	Rarely	9%	272	7%	12	-2
	Never	20%	641	10%	19	-10
	I have not attended in-person	57%	1,826	72%	131	15
Q5g_Remote [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	4%	116	4%	8	0
	Weekly	2%	61	1%	2	-1
	Monthly	1%	43	2%	3	1
	A few times	8%	269	12%	22	4
	Rarely	13%	401	9%	17	-4
	Never	66%	2,098	70%	128	4
	I have not attended remotely	6%	207	1%	2	-5
Q5h_In-Person [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	86	3%	5	0
	Weekly	1%	34	2%	4	1
	Monthly	1%	17	0%	0	-1
	A few times	3%	108	3%	5	0
	Rarely	5%	162	6%	11	1
	Never	30%	958	14%	25	-16
	I have not attended in-person	57%	1,830	73%	132	16
Q5h_Remote [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	4%	115	7%	13	3
	Weekly	2%	48	1%	1	-1
	Monthly	1%	39	0%	0	-1
	A few times	5%	146	5%	9	0
	Rarely	8%	246	8%	14	0
	Never	75%	2,383	77%	141	2
	I have not attended remotely	7%	218	2%	4	-5

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John W Lavelle Preparatory CS Response n = 182 Response Rate = 89%

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q6a [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	4%	130	3%	6	-1
	Weekly	2%	56	1%	1	-1
	Monthly	1%	41	1%	2	0
	A few times	6%	201	8%	14	2
	Rarely	14%	449	12%	21	-2
	Never	73%	2,318	76%	138	3
Q6b [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	4%	112	3%	6	-1
	Weekly	2%	55	1%	1	-1
	Monthly	1%	47	1%	1	0
	A few times	5%	145	4%	8	-1
	Rarely	12%	390	12%	21	0
	Never	77%	2,446	80%	145	3
Q6c [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	98	3%	6	0
	Weekly	2%	56	1%	1	-1
	Monthly	2%	49	1%	2	-1
	A few times	6%	180	6%	11	0
	Rarely	12%	393	10%	19	-2
	Never	76%	2,419	79%	143	3
Q6d [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	110	3%	6	0
	Weekly	2%	50	1%	1	-1
	Monthly	2%	53	1%	2	-1
	A few times	6%	195	6%	11	0
	Rarely	13%	419	12%	22	-1
	Never	74%	2,368	77%	140	3
Q6e [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	108	3%	6	0
	Weekly	2%	54	1%	1	-1
	Monthly	2%	59	1%	2	-1
	A few times	7%	214	7%	12	0
	Rarely	13%	400	14%	25	1
	Never	74%	2,360	75%	136	1

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John W Lavelle Preparatory CS Response n = 182 Response Rate = 89%

		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q6f [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	110	4%	7	1
	Weekly	2%	56	1%	2	-1
	Monthly	2%	48	1%	1	-1
	A few times	6%	202	4%	7	-2
	Rarely	13%	422	12%	21	-1
	Never	74%	2,357	79%	144	5
Q6g [How often type of cyberbullying experienced or observed] Student to student based on another reason.	Daily	4%	127	4%	7	0
	Weekly	2%	79	2%	4	0
	Monthly	2%	73	2%	4	0
	A few times	9%	297	10%	19	1
	Rarely	15%	464	14%	25	-1
	Never	67%	2,155	68%	123	1
Q6h [How often type of cyberbullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	107	4%	7	1
	Weekly	2%	52	1%	2	-1
	Monthly	1%	40	1%	1	0
	A few times	5%	145	3%	5	-2
	Rarely	9%	300	12%	21	3
	Never	80%	2,551	80%	146	0
Q7a I feel physically safe in my school.	Strongly Agree	43%	1,377	46%	83	3
	Somewhat Agree	27%	877	27%	49	0
	Neither Agree nor Disagree	25%	798	24%	43	-1
	Somewhat Disagree	3%	95	3%	6	0
	Strongly Disagree	2%	48	1%	1	-1
Q7b I feel safe traveling to and from my school.	Strongly Agree	41%	1,299	45%	82	4
	Somewhat Agree	29%	929	28%	51	-1
	Neither Agree nor Disagree	23%	748	24%	44	1
	Somewhat Disagree	5%	158	3%	5	-2
	Strongly Disagree	2%	61	0%	0	-2

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q7c I feel that the school culture supports me.	Strongly Agree	47%	1,488	50%	91	3
	Somewhat Agree	28%	907	27%	49	-1
	Neither Agree nor Disagree	20%	651	17%	31	-3
	Somewhat Disagree	3%	101	3%	6	0
	Strongly Disagree	2%	48	3%	5	1
Q7d I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	40%	1,276	36%	66	-4
	Somewhat Agree	27%	864	26%	47	-1
	Neither Agree nor Disagree	22%	690	19%	35	-3
	Somewhat Disagree	7%	231	12%	22	5
	Strongly Disagree	4%	134	7%	12	3
Q7e I have not had anything stolen from me at this school.	Strongly Agree	54%	1,710	45%	82	-9
	Somewhat Agree	14%	436	16%	29	2
	Neither Agree nor Disagree	18%	561	20%	36	2
	Somewhat Disagree	6%	182	7%	13	1
	Strongly Disagree	10%	306	12%	22	2
Q7f I have not seen any property damaged by students at this school.	Strongly Agree	36%	1,139	30%	54	-6
	Somewhat Agree	17%	529	10%	19	-7
	Neither Agree nor Disagree	28%	883	28%	51	0
	Somewhat Disagree	11%	344	15%	28	4
	Strongly Disagree	9%	300	16%	30	7
Q8a Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	57%	1,826	58%	106	1
	Somewhat Agree	31%	994	33%	60	2
	Neither Agree nor Disagree	8%	255	6%	11	-2
	Somewhat Disagree	3%	89	2%	4	-1
	Strongly Disagree	1%	31	1%	1	0
Q8b My teachers care about me.	Strongly Agree	53%	1,690	57%	103	4
	Somewhat Agree	27%	878	28%	51	1
	Neither Agree nor Disagree	16%	517	10%	19	-6
	Somewhat Disagree	2%	67	4%	7	2
	Strongly Disagree	1%	43	1%	2	0

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q8c My teachers give me individual attention when I ask and even when I don't ask but need it.	Strongly Agree	49%	1,575	48%	88	-1
	Somewhat Agree	32%	1,025	38%	69	6
	Neither Agree nor Disagree	14%	445	10%	18	-4
	Somewhat Disagree	3%	100	3%	5	0
	Strongly Disagree	2%	50	1%	2	-1
Q8d My teachers expect me to do my best all the time.	Strongly Agree	66%	2,107	71%	130	5
	Somewhat Agree	24%	760	23%	42	-1
	Neither Agree nor Disagree	8%	271	5%	9	-3
	Somewhat Disagree	1%	38	0%	0	-1
	Strongly Disagree	1%	19	1%	1	0
Q8e My teachers often connect what I am learning to life outside the classroom.	Strongly Agree	41%	1,301	41%	74	0
	Somewhat Agree	31%	998	34%	61	3
	Neither Agree nor Disagree	19%	615	20%	36	1
	Somewhat Disagree	6%	184	4%	7	-2
	Strongly Disagree	3%	97	2%	4	-1
Q8f I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.	Strongly Agree	51%	1,631	53%	97	2
	Somewhat Agree	19%	612	16%	30	-3
	Neither Agree nor Disagree	17%	551	16%	29	-1
	Somewhat Disagree	5%	148	4%	8	-1
	Strongly Disagree	8%	253	10%	18	2
Q9a I am treated respectfully by my fellow students.	Strongly Agree	47%	1,507	51%	92	4
	Somewhat Agree	32%	1,007	29%	52	-3
	Neither Agree nor Disagree	16%	501	13%	24	-3
	Somewhat Disagree	4%	125	5%	9	1
	Strongly Disagree	2%	55	3%	5	1
Q9b I am treated respectfully by my teachers and other adults in my school.	Strongly Agree	65%	2,078	63%	115	-2
	Somewhat Agree	24%	781	27%	50	3
	Neither Agree nor Disagree	9%	275	7%	13	-2
	Somewhat Disagree	1%	39	2%	3	1
	Strongly Disagree	1%	22	1%	1	0

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		All Charter Schools		John W Lavelle Preparatory CS		Difference
Q9c Adults working at this school reward students for positive behavior.	Strongly Agree	47%	1,517	51%	93	4
	Somewhat Agree	28%	899	33%	60	5
	Neither Agree nor Disagree	18%	584	10%	19	-8
	Somewhat Disagree	4%	129	4%	8	0
	Strongly Disagree	2%	66	1%	2	-1
Q9d Adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree	47%	1,515	49%	89	2
	Somewhat Agree	29%	914	36%	65	7
	Neither Agree nor Disagree	18%	591	12%	22	-6
	Somewhat Disagree	3%	107	3%	6	0
	Strongly Disagree	2%	68	0%	0	-2
Q9e This school has a positive impact on my life.	Strongly Agree	40%	1,273	36%	65	-4
	Somewhat Agree	27%	871	32%	58	5
	Neither Agree nor Disagree	24%	755	23%	42	-1
	Somewhat Disagree	5%	149	7%	12	2
	Strongly Disagree	5%	147	3%	5	-2
Q10 Would you choose to be attending a different school if you could?	Yes	15%	483	14%	26	-1
	No	55%	1,748	55%	100	0
	Maybe	30%	964	31%	56	1

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John W Lavelle Preparatory CS

OPEN1 If you did experience or observe cyberbullying in any of the situations above, please list examples of the types of cyberbullying you saw:

Bullying based on political opinion.
Dissing
I did not experience or observe cyberbullying
I did not experience or see any cyber bullying
I have no experienced any of these situations
I have not experienced , cyberbullying in my school
I have not experienced or observed this type of behavior in my 2020 - 2021 school year
I have not observed cyberbullying in any situation
I have not seen any cyberbullying when it comes to the student or the school.
I have not witnessed any cyber bullying
I never experience or observe this
I saw everything that was listed
It hasn't happened to me but I've seen it happen.
N/A
NONE
Name calling .
Never
No
No there no bullying at lavelle.
None
None.
Not personally but it's happened
One time a teacher blew on my ear and she was gay I felt sexually harr
People making fun of a person coming out and people teasing them.
People taking pictures as couples
Screenshots of zoom calls.
bout their home
getting bullied in a group chat by students
i did not experience or seen any of these

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i didn't experience cyber bullying
i have never experience or observe cyberbullying in any of the situations listed.
i have not
i have not been cyberbullied.
i have not experienced any
i have seen people get cyberbullied because of the way they look.
i haven't seen anything
idk
made fun of a kid for his house in the background
n/a
never
never experience or observed cyberbullying.
never saw cyberbullying
never.
no
no I haven't
no yea
none
not really
not really, i just mind my own business.
picking on someone
sometimes people would make jokes but no one seemed to be upset or anything
there are none
unknown accounts will slander

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OPEN2 We would really appreciate it if you would explain why you chose your answer to 'Would you choose to be attending a different school if you could?'	Although school may be tough I feel like I would be doing worse if I was at another school.
	Because I already have teachers familiar with me and care about me
	Because I have been with the same students since 2015. No one is allowed to join in high school, so I know like no new people.
	Because I know other schools that can offer better learning but they told us that we can get better things than other school's.
	Because I love the school that I am attending right now.
	Because I'm doing so much better in the school I'm already attending .
	Because its the truth
	Because other schools don't give me the same opportunity this school does
	Because there are a lot of benefits I get from going here and not another school
	Because this school helped me to feel like I could succeed in academics, and helped me be able to have friends I can trust to tell anything to, and know they won't use it against me.
	Different opportunities
	I DONT REALLY KNOW I JUST DONT KNOW IF ID STAY OR GO
	I am basically at the halfway mark and I feel like it would not be so smart just to switch up schools for only one year of classes
	I choose maybe because I always wanted to go to a different High School but now I like my school
	I chose maybe because I would want to go to a school where when I am in high school I don't have to wear uniform but my school is okay because we do have dress up days.
	I chose no because I'm practically close to senior year so there would be no point in leaving now.
	I chose this answer because i ad sibling who was already here so I would most likely go here. If my siling was not here I dont know where I would be.
	I chose this answer because yes this school isn't by far the best school I've been to but I've definitely like the way things are run in the school
	I chose to not leave this school because feels like home to me.
	I chose yes only because I would love to attend a school with a nursing program.

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I didn't get a chance to.
I don't really think about this question because this school is an already good school.
I enjoy this school and the activities, clubs and events it has to offer.
I feel like I am at the right place.
I feel like this school has helped me grow over time. They have helped me overcome obstacles with my grades and made them better. I thank them for that.
I have no reason to leave, I know what I have to do and how I'm going to do it.
I like lavelle but at times I want to be free like other public high schools
I like my school
I like the school I'm in already
I like the school and the friends I've made
I live with old people and children I would never put them at risk because of in person learning.
I love lavelle but leaving it will help me grow into a new person
I love my teachers they're like family also i get the help i need educationly.
I love the school that I'm in and do not wish to leave this school the only way I'm leaving is when I graduate
I love the schools just not my senior year
I made alot of great friends here, and my teachers are all very nice
I may want to go to a public school because of the schedules and how they line up for me and my sibilings.
I need to experience a real high school life. My school is so small, there is no one to talk to besides the same people from 5th grade. It gets boring and I need a dance team or something to distract me, the only reason Im staying is because we are the best school(education wise) on Staten island
I only like my school because of select teachers but I despise the environment that surrounds me in school.
I really like my school because of the support from the teachers and the school itself. They give us many extracurricular and in school projects and activities that are enjoying to do solo and in groups
I really like the school and feel it is a good school.

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I said yes because I didn't do well for the entrance exam into a school I really wanted to go to.
I say maybe because there are always going to be pros and cons to a school. I would stay because of friends and the growth I have gone through with teachers and my fellow classmates. I also enjoy staying at this school because it's smaller more reserved and easier to be noticed and get actual help. However, I do not agree with some of the rules and consequences for certain actions and I don't agree with the grading process. I also don't agree that the guidance counselor is always with the same student all the time and is never available to help anyone else. To improve I think this school should ask for students' opinions and get statistics on surveys and stuff to better us.
I say maybe because yes .
I say no because I don't do good in big environments so Its hard for me to learn but not in lavelle. They helped me a lot with my learning and how I learned things and talk to me as a person and not a kid or just a student which is hard to find in other schools
I think I am in a good school right now.
I wanna experience a normal high school life.
I want to go somewhere new
I wanted to attend a new school but decided to stay .
I would choose that because I like the school but there are certain programs that other schools have that we don't.
I would explore my options
I would like to attend a nursing program
I would like to go to a bigger high school with sports, however this school was a good experience.
I would not go to any other school because Lavelle is a safe clean environment
I would stay at this school because I feel like this is the only school student can connect with teachers on a personal level. Not just educationally
I wouldn't because the teachers are nice and caring about me and other students. I wouldn't want go to another school, since I know for a fact the teachers aren't as nice and caring as the ones in my school.
I wouldn't meet the people I consider my family
I'm almost done and the school is alright.
I'm comfortable in my school.

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Open End Responses**

John W Lavelle Preparatory CS

I'm fine staying in the school I am currently in.
I'm not interested in other schools.
I'm very happy with the size of this school and all of the bonds I've made with the students and teachers.
I've grown to love this school and the teachers in it. There aren't too many kids in this school, so most class feel really comfy and personal. If I need help with something, all my teachers are more than willing to help. I'm glad I stayed here.
If someone were to ask me for something positive about this school, I truly have no idea what to say.
If the school has better things then my current school like an actual sports team for multiple sports and other types of classes
In a other school there are to many people in a class and I feel like I wouldn't get as much 1 on 1 help
It just depends on my life at the moment.
It was interesting to see to what the school would become and for its future, it is well worth the time to stay.
It would actually be for the social experience. Going to a school where there's sports, a lot of programs, and an actual school setting
It's a good school, with teachers that you can dislike all you want, but you can't say they're bad teachers. There are some good people working here and it saddens me to depart.
My school is like a second home to me and I wouldn't have blossomed into the person I am today without that happening.
No because if I went to another school it would be a lot harder then the school I'm at now
No because other schools may be worse with like bullying
No reason.
Small classroom size One-to-one
Teachers are great! School size is wonderful.
That the teachers are always paying attention to the class
The education is good but in the past I haven't had the best experience with other students and was put in situations in which I was uncomfortable and I don't feel like it was handled the best it could've been.
The kids at the school are mean and there not a lot of extra curricular activites in the school

**New York State Department of Education
Charter School Office
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Open End Responses**

John W Lavelle Preparatory CS

<p>The only reason I say maybe is because though lavelle has blessed my life with academic succession, if another school gave me a chance to play on a basketball team I would take that opportunity in a heart beat.</p>
<p>The only thing i don't like is that we don't have a gym.</p>
<p>The school has one of the best academic sources to help pass most of the time/</p>
<p>The school helps me learn no matter how much trouble i am having</p>
<p>The school isn't bad but maybe if I had a choice I would probably attend a different school.</p>
<p>There are so many options to choose from & if there is school out there that could do better by me I will attend that school.</p>
<p>There are some things that are not in the school that are in other schools that I would think that would be better for me to learn.</p>
<p>There isn't much I see wrong with the way I learn and how I learn in this school, it's fun for me and I've met a lot of cool people on the way.</p>
<p>There was a time I tried to leave but wasn't able to. If I did go to the new school I don't know if I would come back to Lavelle.</p>
<p>There's no such thing as the perfect school</p>
<p>There's no such thing as the perfect school.</p>
<p>This isn't the only school there is, and there are many other schools I could've went to.</p>
<p>This school doesn't have the clubs, sports, or other curricular classes that I'd enjoy.</p>
<p>This school has given me opportunities to pull ahead of my classes and over credit me for my senior year and I've made some fond memories at this school that I'll keep with me for years to come and made friends that i hold dear to me</p>
<p>This school has prepared me for college</p>
<p>This school is broke but it's my last year so might as well stay</p>
<p>This school is good educational wise but the ideas that this school has do not agree with my ideas and my religious ideas. I don't like the morals of this school that much but I'm here for learning.</p>
<p>This school is not as challenging as my parents would like it to be and I do not feel S.A.T nor College ready.</p>
<p>This year, my teachers have been nothing but helpful and if i were to go to a different school i wouldn't have this attention.</p>
<p>because i like the school</p>

New York State Department of Education
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 Open End Responses

John W Lavelle Preparatory CS

because i did
because i don't like this school sometimes
because i feel like this school is better for me. and if i switched i would be going down the wrong lane and just being caught up in so much trouble
because i want something different
because it has helped me a lot with my grades and education than other schools have
because they dont really have a lot of different programs
because they was true
because this school has really helped me more than other schools have and my grade has really improved in this school than others
because this school is very help to me and are always concerned for my education.
cuz its true
dont like the school to be honest.
i actually like the school
i chose that answer because i get more help from this school because of it size then i could from other schools
i chose these answer from whole heart honesty and from what iv seen and because im forced to do this :)
i don't feel like a different school would change anything. I've made friends with both teachers and students here. I feel like the impact of covid-19 and staying home is overwhelming enough itself.
i dont feel the need to express myself in zoom classes the most i would do is answer a question no one makes jokes anymore so classes feel super depressing.
i had many problems with this school ever since i came there, with teachers and students. not a very good environment if you get emotional quickly.
i just feel comfortable in the environment im in right now in this school and i dont think id be as comfortable anywhere else honestly
i kinda like my school and my friends are here so I don't want to leave them
i like my school and the way the teachers are close of friends with the students. I just dislike the uniform and that we dont have a gym.
i like variety and ive been going to lavelle since middle school, i wouldnt mind change but right now it seems pointless

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i might change school just because of location and job choices.
i really hate uniform and also im the type of person who likes to switch environment to improve .Since late 2015 i attended this school and i want to switch and move on to a new school
i really like my school and they help me a lot
i really like this school and i made a lot of friends !
i say maybe because yes
i want to be a nurse and my school does not have a nursing program
i would sometime be thinking that i want to change school because it barely has program. And i wish this school had programs.
idk
it's a very welcoming school and has very nice teachers
just to gain/see new experince in other schools.
just wouldn't to be honest
lavelle is the best school that ever went to.
no
nothing
really just for sports
school has no opportunities
sometimes i feel like i'm not getting the full high school experience because of the lack of important things at our school. everything is on one floor and we have to travel to a whole different school to be on a sports team.
wish there was more activities involving sports.

**New York State Department of Education
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Student Survey 2021
Open End Responses**

John W Lavelle Preparatory CS

OPEN3 If there is anything else you would like us to know about your experience in this school, please let us know here. To submit your survey, click **SUBMIT**.

I have made a lot of positive relationship with people at this school. My friends, my teachers and the music program are awesome and I wouldn't have them if it weren't for lavelle prep.
Its fun and it helps students.
Lavelle Prep is an amazing school that has helped me to be confident that I will have a future in the world. The adults are all kind and care about us students, and will help us if we need it.
N/A
No
No I think I am fine.
No everything is fine
No not really
No thank you
No there's nothing else that I would like to tell you about
Nope
Nothing.
This is a good school.
This school has some amazing people/ Teachers. Although it has its negatives, Some of these people are one of the few reasons I stayed.
This school treats all students as a family. We learn to treat each other with love and respect no matter what. If we need help with something outside or inside we have access to free therapist and/or teachers who can help. If there is a troubled student they are rewarded for the good things they do so they have the motivation to do good and succeed.
Why are you making me answer surveys
You guys should not be asking students for student's sexual orientation. IDC if it is anonymous, it should not be asked.. Like ya'll tryna put us in a bubble.
don't teach us what we are interested then expect us to know everything by the end of high school, never talk about how to get a job or how to pay taxes or none of that. just teach you about irrelevant things that happened 200 years ago that we don't care about.
good
i go by she/they
idk

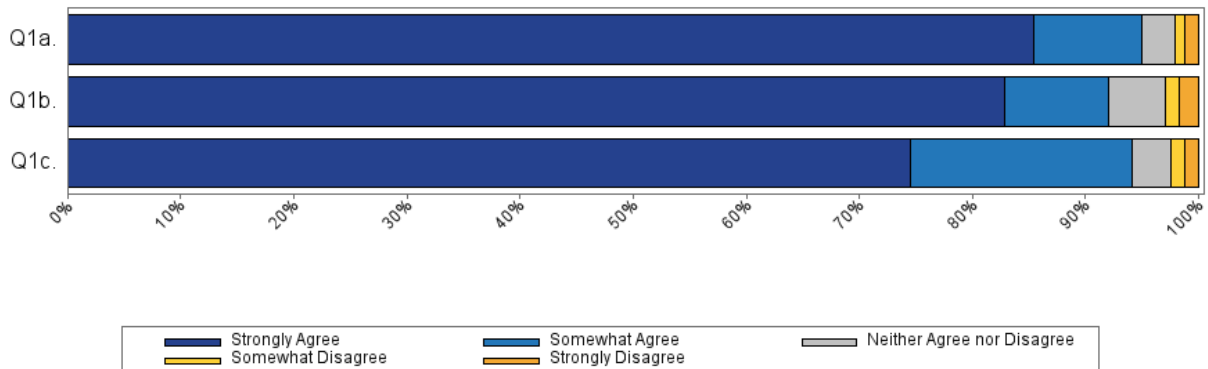
New York State Department of Education
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Open End Responses

John W Lavelle Preparatory CS

n/a
no
no im good
no more information
no nothing
no thank you !
no there is nothing!
none
nothing else

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JOHN W LAVELLE PREPARATORY CHARTER SCHOOL
239 RESPONSES
30% RESPONSE RATE

Academics

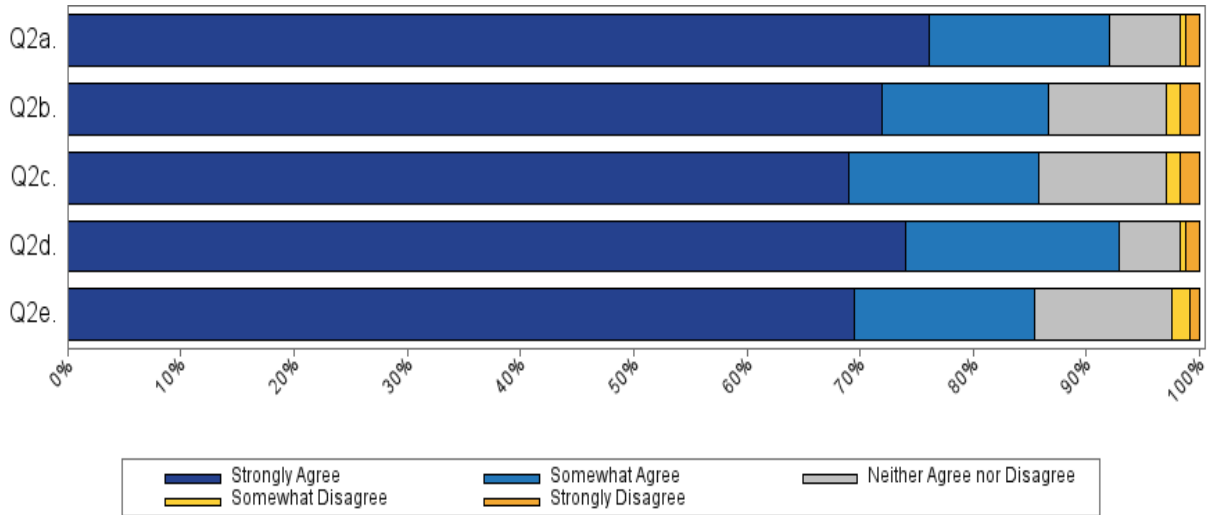


Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	85%	204	74%	4,204
	Somewhat Agree	10%	23	19%	1,080
	Neither Agree nor Disagree	3%	7	4%	225
	Somewhat Disagree	1%	2	2%	97
	Strongly Disagree	1%	3	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	83%	198	70%	3,988
	Somewhat Agree	9%	22	20%	1,166
	Neither Agree nor Disagree	5%	12	4%	254
	Somewhat Disagree	1%	3	3%	143
	Strongly Disagree	2%	4	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	Strongly Agree	74%	178	67%	3,790
	Somewhat Agree	20%	47	23%	1,335
	Neither Agree nor Disagree	3%	8	5%	309
	Somewhat Disagree	1%	3	3%	148
	Strongly Disagree	1%	3	2%	113

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Behavior Management and Safety

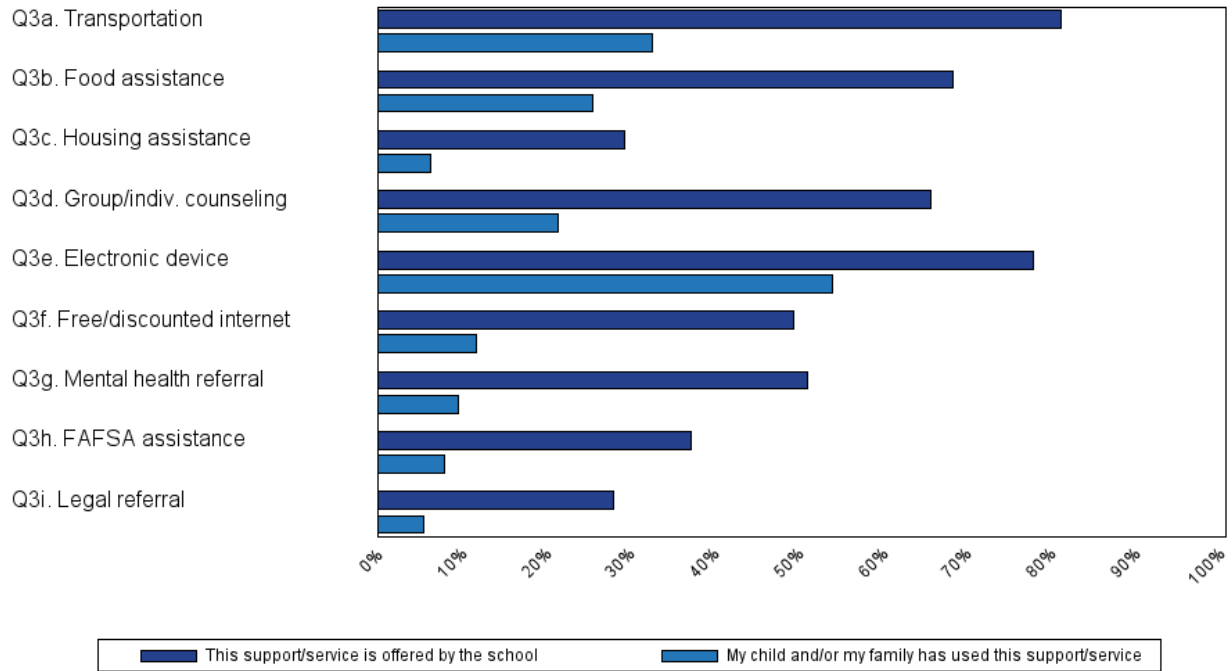


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	76%	182	68%	3,849
	Somewhat Agree	16%	38	18%	1,051
	Neither Agree nor Disagree	6%	15	8%	456
	Somewhat Disagree	0%	1	3%	173
	Strongly Disagree	1%	3	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	72%	172	63%	3,610
	Somewhat Agree	15%	35	19%	1,068
	Neither Agree nor Disagree	10%	25	10%	593
	Somewhat Disagree	1%	3	4%	205
	Strongly Disagree	2%	4	4%	219

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	69%	165	61%	3,481
	Somewhat Agree	17%	40	20%	1,132
	Neither Agree nor Disagree	11%	27	12%	703
	Somewhat Disagree	1%	3	3%	189
	Strongly Disagree	2%	4	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	74%	177	63%	3,610
	Somewhat Agree	19%	45	22%	1,233
	Neither Agree nor Disagree	5%	13	9%	498
	Somewhat Disagree	0%	1	3%	172
	Strongly Disagree	1%	3	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	69%	166	59%	3,372
	Somewhat Agree	16%	38	21%	1,183
	Neither Agree nor Disagree	12%	29	14%	809
	Somewhat Disagree	2%	4	3%	159
	Strongly Disagree	1%	2	3%	172

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Support Services



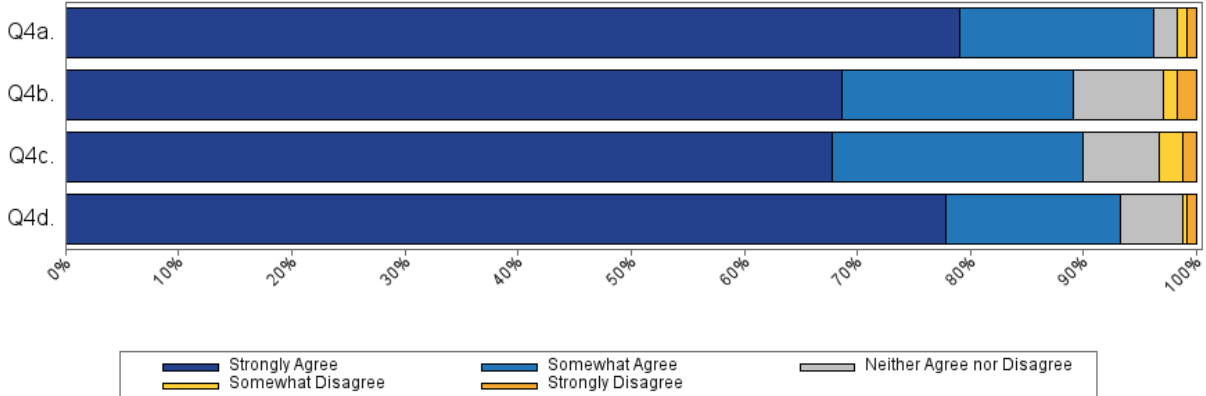
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	81%	194	68%	3,897
	My child and/or my family has used this support/service	33%	78	28%	1,601

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	68%	163	63%	3,572
	My child and/or my family has used this support/service	26%	61	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	29%	70	26%	1,475
	My child and/or my family has used this support/service	6%	15	8%	449
Q3d. Group/individ. counseling	This support/service is offered by the school	66%	157	56%	3,182
	My child and/or my family has used this support/service	21%	51	16%	905
Q3e. Electronic device	This support/service is offered by the school	78%	186	70%	3,986
	My child and/or my family has used this support/service	54%	129	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	49%	118	43%	2,429
	My child and/or my family has used this support/service	12%	28	14%	799
Q3g. Mental health referral	This support/service is offered by the school	51%	122	42%	2,366

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	10%	23	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	37%	89	34%	1,957
	My child and/or my family has used this support/service	8%	19	8%	470
Q3i. Legal referral	This support/service is offered by the school	28%	67	27%	1,523
	My child and/or my family has used this support/service	5%	13	5%	281

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Behavior Management

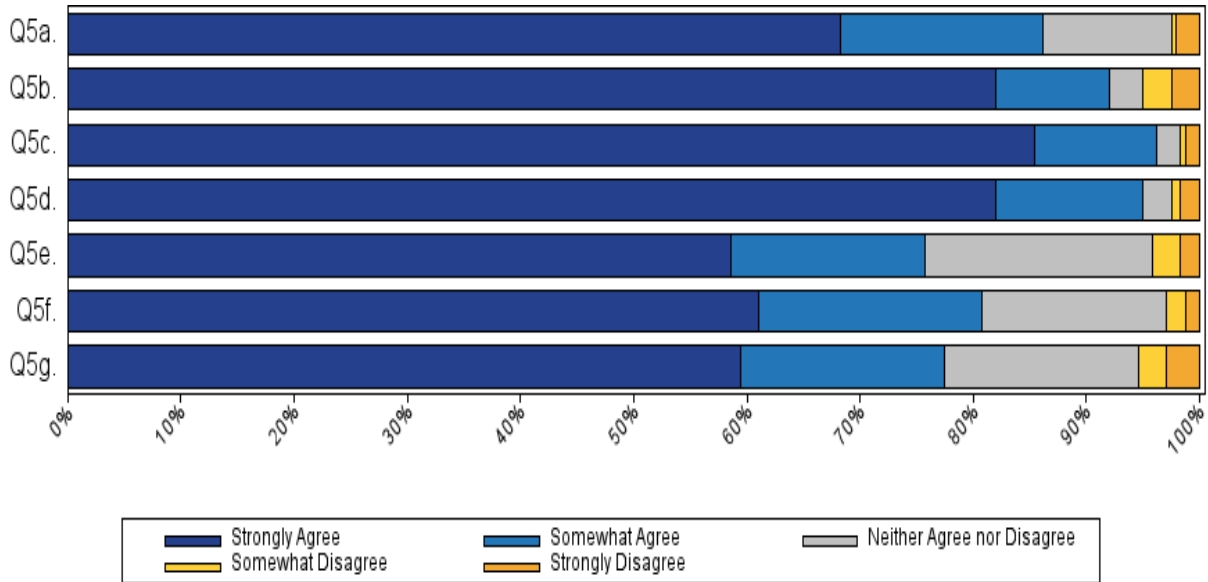


Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	79%	189	70%	3,988
	Somewhat Agree	17%	41	20%	1,160
	Neither Agree nor Disagree	2%	5	5%	296
	Somewhat Disagree	1%	2	3%	143
	Strongly Disagree	1%	2	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	69%	164	60%	3,406
	Somewhat Agree	21%	49	23%	1,293
	Neither Agree nor Disagree	8%	19	10%	546
	Somewhat Disagree	1%	3	4%	255
	Strongly Disagree	2%	4	3%	195

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	68%	162	59%	3,369
	Somewhat Agree	22%	53	24%	1,383
	Neither Agree nor Disagree	7%	16	10%	568
	Somewhat Disagree	2%	5	4%	221
	Strongly Disagree	1%	3	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	78%	186	71%	4,023
	Somewhat Agree	15%	37	20%	1,129
	Neither Agree nor Disagree	5%	13	7%	379
	Somewhat Disagree	0%	1	1%	84
	Strongly Disagree	1%	2	1%	80

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Family Engagement and Communication



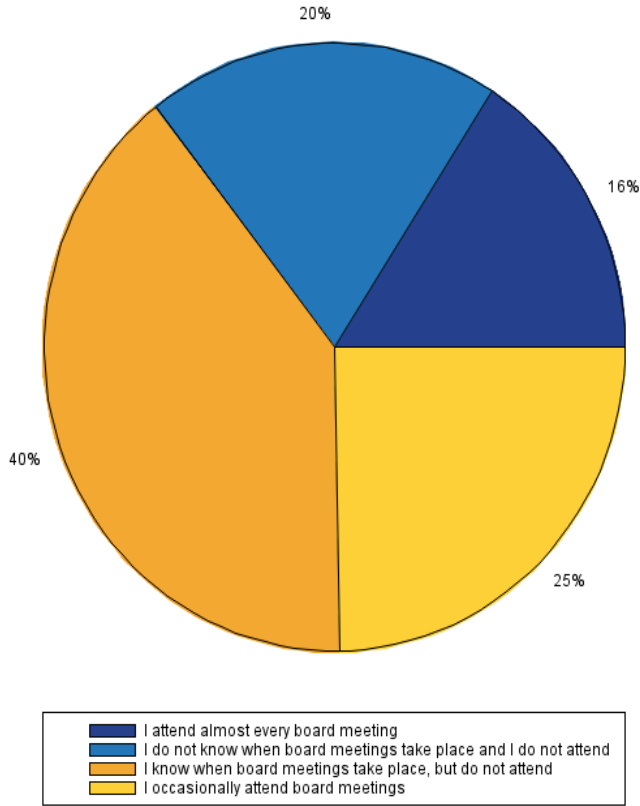
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	68%	163	63%	3,613
	Somewhat Agree	18%	43	21%	1,172
	Neither Agree nor Disagree	11%	27	10%	582
	Somewhat Disagree	0%	1	3%	175
	Strongly Disagree	2%	5	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	82%	196	74%	4,219
	Somewhat Agree	10%	24	16%	937
	Neither Agree nor Disagree	3%	7	4%	235
	Somewhat Disagree	3%	6	3%	157
	Strongly Disagree	3%	6	3%	147

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school uses many methods of communication with families.	Strongly Agree	85%	204	77%	4,411
	Somewhat Agree	11%	26	15%	875
	Neither Agree nor Disagree	2%	5	4%	213
	Somewhat Disagree	0%	1	2%	96
	Strongly Disagree	1%	3	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	82%	196	72%	4,123
	Somewhat Agree	13%	31	18%	1,003
	Neither Agree nor Disagree	3%	6	6%	324
	Somewhat Disagree	1%	2	2%	126
	Strongly Disagree	2%	4	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	59%	140	51%	2,911
	Somewhat Agree	17%	41	19%	1,055
	Neither Agree nor Disagree	20%	48	22%	1,271
	Somewhat Disagree	3%	6	4%	209
	Strongly Disagree	2%	4	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	61%	146	53%	3,016
	Somewhat Agree	20%	47	18%	1,018
	Neither Agree nor Disagree	16%	39	23%	1,295
	Somewhat Disagree	2%	4	3%	150
	Strongly Disagree	1%	3	4%	216

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	59%	142	51%	2,877
	Somewhat Agree	18%	43	19%	1,107
	Neither Agree nor Disagree	17%	41	20%	1,162
	Somewhat Disagree	3%	6	5%	261
	Strongly Disagree	3%	7	5%	288

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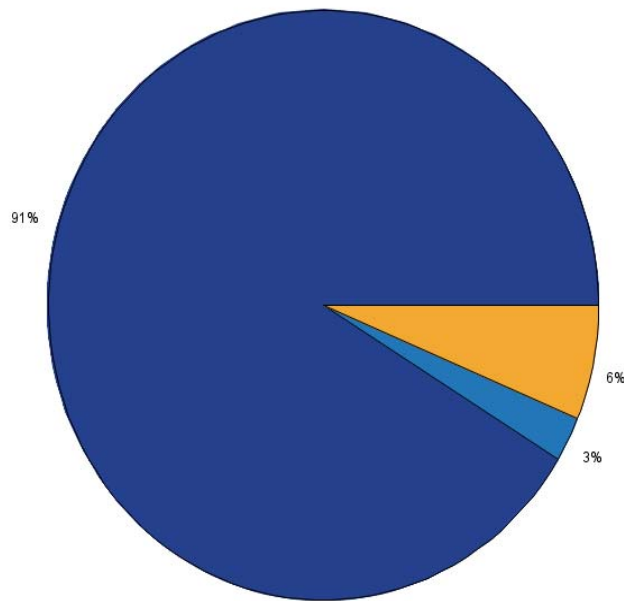
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?



Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	16%	38	14%	808
	I occasionally attend board meetings	25%	59	23%	1,314
	I know when board meetings take place, but do not attend	40%	95	35%	1,975
	I do not know when board meetings take place and I do not attend	20%	47	28%	1,598

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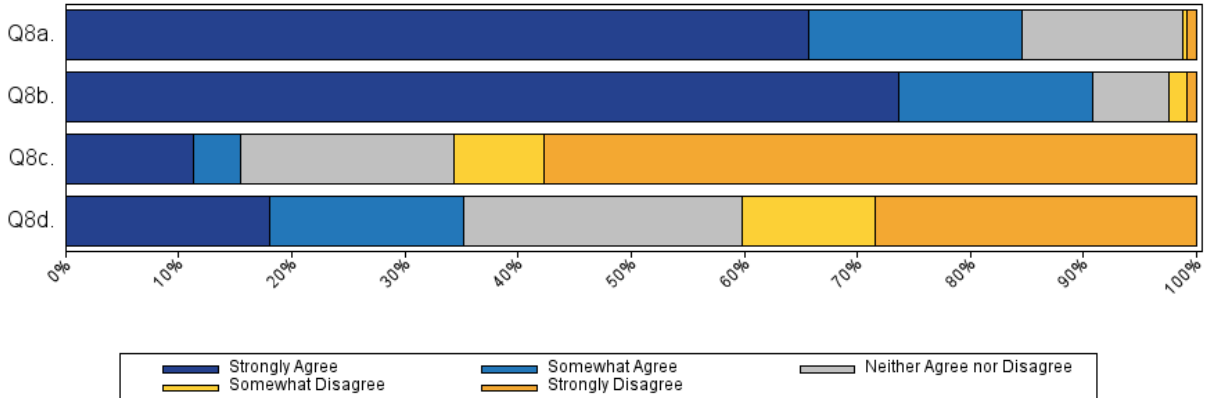
Q7. Do you feel the school is fulfilling its mission?



School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	91%	218	83%	4,724
	No	3%	6	6%	328
	I don't know the school's mission	6%	15	11%	643

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COVID-19 In-Person Learning Environment

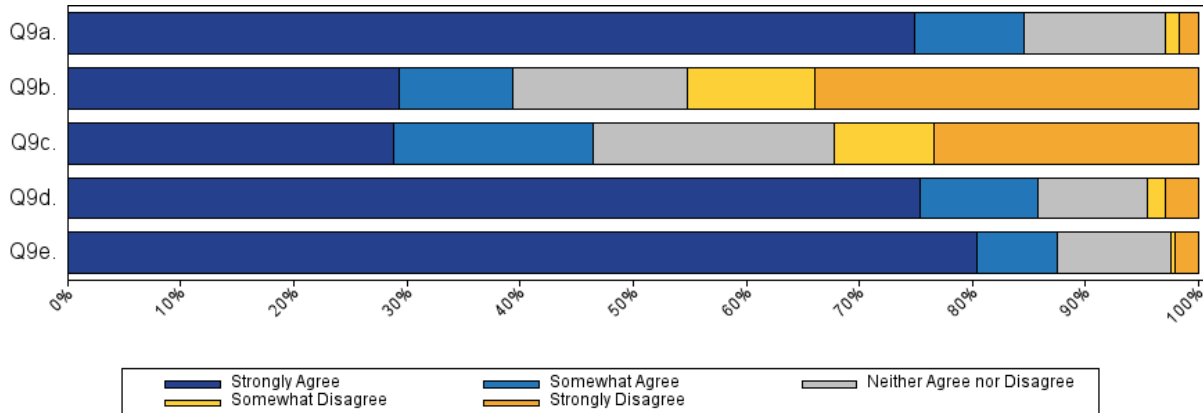


COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	66%	157	64%	3,665
	Somewhat Agree	19%	45	18%	1,042
	Neither Agree nor Disagree	14%	34	14%	798
	Somewhat Disagree	0%	1	2%	97
	Strongly Disagree	1%	2	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	74%	176	70%	3,979
	Somewhat Agree	17%	41	19%	1,060
	Neither Agree nor Disagree	7%	16	8%	457
	Somewhat Disagree	2%	4	2%	101
	Strongly Disagree	1%	2	2%	98

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	11%	27	14%	779
	Somewhat Agree	4%	10	12%	663
	Neither Agree nor Disagree	19%	45	14%	790
	Somewhat Disagree	8%	19	9%	523
	Strongly Disagree	58%	138	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	18%	43	19%	1,085
	Somewhat Agree	17%	41	21%	1,194
	Neither Agree nor Disagree	25%	59	24%	1,384
	Somewhat Disagree	12%	28	11%	623
	Strongly Disagree	28%	68	25%	1,409

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COVID-19 Remote Learning Environment

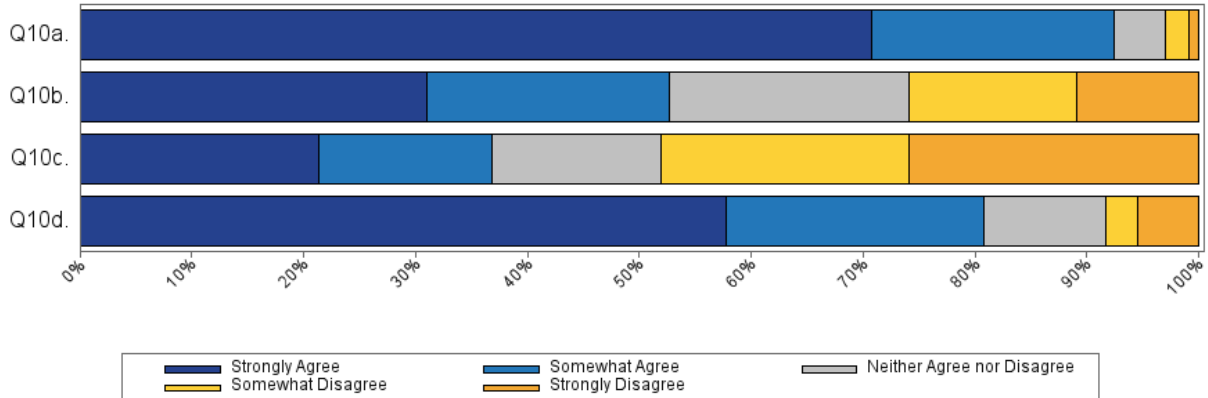


COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	75%	179	58%	3,325
	Somewhat Agree	10%	23	17%	943
	Neither Agree nor Disagree	13%	30	21%	1,204
	Somewhat Disagree	1%	3	2%	97
	Strongly Disagree	2%	4	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	29%	70	26%	1,463
	Somewhat Agree	10%	24	16%	888
	Neither Agree nor Disagree	15%	37	24%	1,359
	Somewhat Disagree	11%	27	11%	603
	Strongly Disagree	34%	81	24%	1,382

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	29%	69	29%	1,657
	Somewhat Agree	18%	42	20%	1,153
	Neither Agree nor Disagree	21%	51	26%	1,500
	Somewhat Disagree	9%	21	8%	434
	Strongly Disagree	23%	56	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	75%	180	64%	3,669
	Somewhat Agree	10%	25	14%	824
	Neither Agree nor Disagree	10%	23	16%	939
	Somewhat Disagree	2%	4	2%	142
	Strongly Disagree	3%	7	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	80%	192	73%	4,151
	Somewhat Agree	7%	17	10%	585
	Neither Agree nor Disagree	10%	24	14%	814
	Somewhat Disagree	0%	1	1%	57
	Strongly Disagree	2%	5	2%	88

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COVID-19 Learning Environment



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	71%	169	66%	3,744
	Somewhat Agree	22%	52	24%	1,354
	Neither Agree nor Disagree	5%	11	6%	335
	Somewhat Disagree	2%	5	3%	165
	Strongly Disagree	1%	2	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	31%	74	32%	1,812
	Somewhat Agree	22%	52	25%	1,437
	Neither Agree nor Disagree	21%	51	23%	1,332
	Somewhat Disagree	15%	36	11%	621
	Strongly Disagree	11%	26	9%	493

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	21%	51	27%	1,564
	Somewhat Agree	15%	37	18%	1,028
	Neither Agree nor Disagree	15%	36	17%	947
	Somewhat Disagree	22%	53	14%	771
	Strongly Disagree	26%	62	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	58%	138	48%	2,721
	Somewhat Agree	23%	55	24%	1,389
	Neither Agree nor Disagree	11%	26	19%	1,075
	Somewhat Disagree	3%	7	5%	284
	Strongly Disagree	5%	13	4%	226

NYSED CSO Parent Survey 2022
JOHN W LAVELLE PREPARATORY CHARTER SCHOOL
239 RESPONSES
30% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
I choose this school for my child because of the extended grades of 6-12th grade and the communication between me and the staff members
Excellent education opportunity
Friends.
Because It Is a well educated school.
Cause I heard is a good school but at times I think they need more improvement to be honest I'm am unhappy wit the school too wit alit of students behavior with my kids in that school to be honest t.
referred by a parent & sibling attends
I chose this school because it has smaller classes and the school average grade levels are high
Love everything about it
I tried it out because I did not like the learning at his former public school. My child was unhappy and had a hard time with the learning. In addition, my child is happier and more settled here. He connects better with his teachers and is more balanced emotionally.
Because I like what this school offers my child.
Location
I choose Lavelle Because of the curriculum.
A great college ready school.
I highly value Lavelle's Classroom and school learning environments.
*It's a very good school for my daughter
*Because they are small groups and give more attention to children and safety
Because the school is good and pay attention to you child learning and teaches my child how to be independent
Referral from a friend
The overall performance of the school in the brochure.
safety
The small classroom size and the supportive staff members.
No of students per class is reasonable which gives the teachers room to know their students very well.
This school came highly recommended. It was also able to provide all of the services that were required for my child.
I chose this school for the smaller classes, uniform policies, diversity of students, and the safe environment of the school.
Because of the college prep
better than public
*Because it is a school that cares individually about its students, teachers are aware of their evolution they care not only about mental, social and psychological development but they go a step further, it is a school with a wide platform of communication zoom, dojo, seesaw, emails, in addition to being safe
It's less kids in a classroom.

NYSED CSO Parent Survey 2022
JOHN W LAVELLE PREPARATORY CHARTER SCHOOL
239 RESPONSES
30% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
Because this school has a college Prep program, small classroom size, diverse teachers and students and most importantly it's the only charter school on Staten Island that goes up to High School. My children won't have to go to a new school unless we move away.
I like education that the school give to the students
The ratio of teachers to students.
I Choose Lavelle Elementary because it offered me a chance to closely be involved in my son's education and the school offered extra curricular activities.
Because the have a person centered approach,and the care about family input.
Safety and small size classes
*For your after-school in-person programs
LaVelle is an excellent school.
I. Know a lot of people who children graduated from this school and I'm here to say that I know my son will have a bright future being This school
Smaller classes and more one on one with the child
I heard that it's one of the best schools in my community.
I love this school for everything that it provides small class settings, one on one teaching etc.
I chose this school due to the classroom settings (ex. classroom size, teacher to student ratio). Also, I liked the way it seemed structured academically.
Because he's a bright boy.
Because it have a very high standard in education
The ability to keep him in one school until HS is completed as well as the college prep aspect of it all.
I read great things about Lavelle and that it is a college preparation school is a plus.
Great teachers
I chose this school because it went up to high school
I think this school is a really good option for my child education
Better education
My family recommended this school
it's good school
*I chose this school because without small groups of students with two teachers where they pay more attention to the students and help them is their academic needs.
Better education
It has great ratings. I know lots of Parents that sent their school level prep charter school and has graduated from high school there
I preferred this school because it goes to 12 grade. There is continuity. teachers are invested in students
Heard great things about the school and I don't regret bringing him here. He has improved in every subject. He was having a hard time in public school that we had to make the change.
I liked the fact it's a small classroom size/set up. It allows my kid to focus more on their work and get more 1 on 1 help if necessary.

NYSED CSO Parent Survey 2022
JOHN W LAVELLE PREPARATORY CHARTER SCHOOL
239 RESPONSES
30% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
Smaller classes. A teacher and a assistant in a classroom. Teacher let you know every day how my kid did .. And the safety in this school is great..
My daughters cousin graduated as top student honors and that made me get encouraged me to hoping my daughter would graduate with honors
Safety and small size classes
So she can improve in her academics.
Smaller classes so everyone is able to learn!
I choose this school for my child because of the smaller classes and the multiple adults in room.
*It is the one that gave me the best recommendations.
Because of the uniform and it's the best school
Smaller class setting and every student I knew that went to your school did 10x better then public school
My son has been going to lavelle since 3rd grade and lavelle has been like a family to us and I have 3 children in total which all will be lavelle students they are thriving and my 8th grader is getting all 80-90's and he was wasn't told he will forever struggle ..
Because it's one of the best schools
For support. I believe the school has what my child needs to succeed in college.
*Because it's good.
Referred by another parent
It is one of the best around
LaVelle is an excellent school and serves it students in all grades quite well.
I was recommended by a friend, heard Good things about the school
This school is one of the best on Staten Island on standard of teaching.
Small class sizes, OG program, afterschool program, location to my job
LaVelle is a great school and provides a solid education for all students.
Great views from parents.
smaller classrooms
More one on one attention, smaller classes
i like their approach to learning.
Because it's a good school for my daughter
Their Curriculum.
For a better education
It a great school.
Public Schools are poorly educating our kids
Charter school closest to home
Learning environment Safety. Dedicated teachers
I chose this school because it has 17 students per class unlike public school as 25 to 30 students. I love the way they communicate with you weather it good or bad and the education they offer the students. My daughter is doing great and we are happy we chose this school.
Try a different experience

NYSED CSO Parent Survey 2022
JOHN W LAVELLE PREPARATORY CHARTER SCHOOL
239 RESPONSES
30% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
Because of the number of students per class this gives the teachers room to know their students very well.
Many people told me it was a great school and I also did my research before my son entered and I choose correct because is a great school!
Better education
Discipline and small classes
I have had a good experience with the school so far because the older sibling attends the school and it was a good fit for my child.
A parent already in the school said they were good. I knew her zoned school would not be a good fit for her needs. When I went to open house they said with the small class size they saw no problem being able to accommodate her. They were wrong by the way.
The school feels safe to me and to my child. The school learning standard is also high.
My older child also attends this school
the staff is amazing my oldest is graduating the middle school and they have helped him so my younger son wanted to join and has been having a wonderful experience he just loves being at the school .. he wishes school was 7 days a week
I am a high believer of charter school. And the challenges that comes with it prepares my children for a better world of tomorrow. As well college success
Great education and communication with parents
Because the teacher teach the student very well and I love everything about the school
The education curriculum is why.
Great leadership Excellent school principal and AP Dedicated teachers Small classroom sizes
The teachers are very good and I love the way they teach the students
Is a great school, my son does so much better than a public school.
College prep
I heard good things.
I heard great things, it's a college preparation school, and sibling goes there as well.
*Because there are few students in the classrooms. And I like school my son is happy alas.
Love the staff and school itself
Close by home heard it was a great school
It a good school. I like the environment and the job the teachers are doing.
My older son goes to this school and loves it. He [has] been in Lavelle since 7th grade. Our youngest daughter went in this year . We decided for our daughter to come to Lavelle from PS 36 due to smaller class size, better 1:1 teaching ability and better education in Stem teaching style along with phonic teaching, which will help my daughter advance each year. The teachers are all awesome and really show they are there for the kids.
School learning environment is excellent. My kids feel safe in the school.
The level of support and education the school offers to students.
Smaller classes. 1 teacher and 1 assistant in every classroom. My kid gets all the help that she need to succeed in her education..
They told me they take education a priority for kids and its true

NYSED CSO Parent Survey 2022
JOHN W LAVELLE PREPARATORY CHARTER SCHOOL
239 RESPONSES
30% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
I love lavelle the small class settings the tight nit community the one on one commitment they with the students. It is over all way better then public schools.
For better education for my child
Love the school great staff and good with learning education for kids.
Staff and school have been amazing and handled remote learning very well during the pandemic
This school has many opportunities for their students, there's a college prep program and it's the only charter school on Staten Island that extends to 12th grade.
This school has many opportunities for its students like their college prep program. This charter school is the only one on Staten Island that extends to 12th grade.
Choosing Lavelle was major because they promised a high level of education with a rigorous curriculum
Because it offers alot for the students and small class rooms with 2 teachers
Because it's a small school setting
The ratio of teachers to students.
My child was falling behind in her last school. I heard charter schools have better teachers and more involved in my child education. And I'm so far excited with what my child has learned and is doing homework given to her daily. School is great
Their teaching is standard
Exceptional learning environment with very intelligent teachers who are committed to bringing out the best in every child. My child's academic performance improved significantly since he started this school.
Smaller classroom sizes
NYC public schools was not meeting my children education falling behind very bad, since being first year in Lavelle prep my child's education has improved tremendously and I'm very pleased with her teachers and principal
The school allows me to get involved closely with my child's education progress and it provides extra curriculum activities.
I love the environment especially the teachers they are very well involved & concerns about my kids education .
To provide balance education to my child i.e. academic, emotional, social, and physical.
I was told it has a high level of graduation success and support for college preparation. It provides continuous education from K-12 and is located in close proximity to our home.
I heard that it was a very school and wanted a school my child could stay in until high school
Because they care about each and every child and they treat you like family
For their dedication, care, and support. I believe they can tailor a great program for my kids to succeed in college.
My child is receiving a better education with the charter school.

NYSED CSO Parent Survey 2022
JOHN W LAVELLE PREPARATORY CHARTER SCHOOL
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30% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
I truly school for my child thinking that it will be a better option than the school that she was in that was sadly wrong my child has been three years in school and I've seen her do better in her previous school academically it's been three years and not once has she received homework the school does not contact me or communicate well I've had issues with the school they gave my child to somebody that lied and said they had custody of her I had SES sent to my house because of that the school for three years did it have my address my phone number and every time I called it was an issue my daughters going to high school and I had to call about eight times before they even fixed her attendance due to Covid outbreaks because they don't know how to contain it The school has very low standards and can do way more academically for their children parents you think that the school is good is because a part of the school PTA if you're not a part of the school and you don't know what's going on then you know nothing the teachers do not communicate with you the option if they have do not work
*I thought it was a good school and I could help my son get through his education.
For their support. I believe the school has the curriculum my child needs to succeed in HS and college.
*Because learning is better and few students in classes.
Safety but I am concerned about the quality of the education being taught.
A change from public schools
Because they are disciplined
Base of the ratig
Family friend approved
No reason.
The small class sizes and individualized help from teachers to let my child reach their academic potential.
Safe environment also good communications wise in all aspects also academic good for my kids.
*It's a very good school I'm happy that my son is in this school
Because it's carry on to 12 grade
Because their siblings attended.
Great teaching .
it was a small setting and my son was already in it
For better education environment
Both my children attend the school and I love it. There need to be more work done generally but pretty good
Very good school for children I advise all parents to join this school
I chose this school for my children because of the quality of education they provid.
We looked into several schools and really like what we saw with this school. However things have changed
Good academic acheivements
I like the curriculum and their approach to learning and their inclusive environment.
Because it's a good and decipline school, and the kids are learning beenyon expectations
It has one of the best academic curriculums for children.

NYSED CSO Parent Survey 2022
JOHN W LAVELLE PREPARATORY CHARTER SCHOOL
239 RESPONSES
30% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
The school standards are high and they have good education.
The programs and support the school offered along with a modern clean environment.
Good learning environment
I choose this school for my child to attend is for the class sizes and the one on one like teaching.
It's a great school
Its standards for academics is high.
I choose this school for my child to attend because it's a small school with small groups and with a lot of teachers so my child would be able to focus more and learn quicker/better. Also, a strong safety/restricted policy system is provided for my child at Lavelle prep.
It has a great reputation
*Because it's very good
Safe environment.
I loved how of a private school it is and the safety it measures for all students to attend.
Friends of mine with older children suggested it because of the great experience they had
I did not feel my son was safe in the public school system. I heard positive reviews from other parents whose children attended Lavelle Prep.
It was great when my older kids started small class ,after school programs,great counselors and teachers
My child can stay in the same school from elementary to college. When remote learning first started the school was already equipped with the ability to teach remotely, students spent the entire day with teachers with a schedule equivalent to in person learning, and during school breaks teachers took the time to hold game nights and read to children on zoom.
For the opportunity after high school
Smaller class sizes
*I stopped good school my children are happy oh and the classes are small, the Teachers are friendly.
For better education
Schools location is close to where I work.
Smaller classrooms , educational programs explained to me at former preschool
It was the best change we as a family could have made together my son has made complete transformation physically and academically and I truly think Lavelle and when I learned that my son was really struggling and stop taking things for granted I see that he is having a much more conducive school year yes
My husband and I have had more success with charter schools than public schools. Plus, our oldest spent alot of his early childhood in charter schools and has been extremely successful.
Staff mem
My children has been attending the school since third grade
Smaller classroom size
Better than public schools in my zone area
For a better environment

NYSED CSO Parent Survey 2022
JOHN W LABELLE PREPARATORY CHARTER SCHOOL
239 RESPONSES
30% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
It was widely known about its academic successful especially to my son who has average of A+ on all Subjects
I loved the idea of small class sizes. Also like the structured and rigorous work that Lavelle offers their students.
Rating for the school is better than other schools. The classroom ratio is smaller then that of public schools also
I love everything about the school

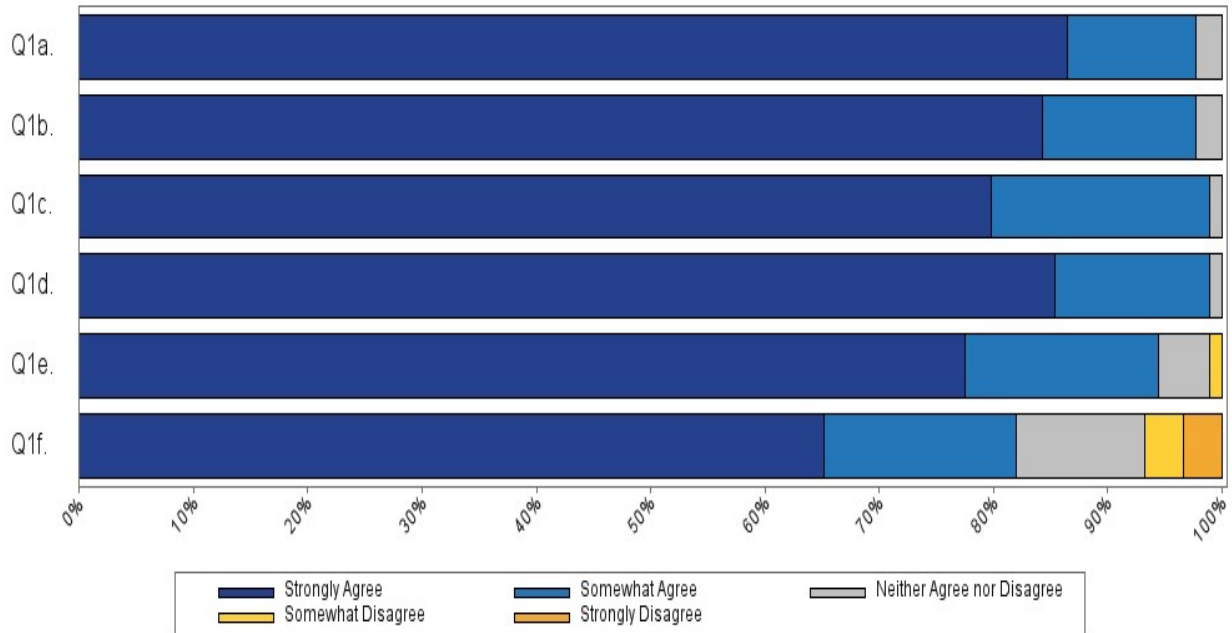
NYSED CSO Parent Survey 2022
JOHN W LABELLE PREPARATORY CHARTER SCHOOL
239 RESPONSES
30% RESPONSE RATE

Q12. Do you have any additional comments or concerns regarding this school?

Question Answer
This is a wonderful school. They really care about the children, and focus on their learning and emotional support; as well as thier health. I would recommend this school to anyone with a child.
Wish this school are easily available to more kids especially to those that needed help academicaly.
The staff at lavelle is beyond amazing they work well to provide the best education possible.. my kids are thriving in this school and they feel safe attending this school !
I would like to see more enrichment and after school programs for children to stay engaged, learn and have fun
My son needs to use the school bus, but I need to find out if my area is quality.
Dress code should be strictly enforced. I have seen quite a deviation from the dress code with students able to wear inappropriate clothing at school. This should not be acceptable.
Excellent school.
The only thing I wish that lavelle could have is sports teams .. Everything else is great in lavelle. Love the way they teach in lavelle they always on top of things.. Specially with this covid time .. They make sure that every kid get the education and the help they need .. lavelle did excellent work with this epidemic time. I am a happy parent.
I am very happy on how lavelle has handled the education with this covid epidemic situation . And they make sure that every kid will get the help they need.. I am a happy parent. They also make sure that the parent knows how everything is going on with the kids education on a every day basis.
The staff is amazing and works well with the children and parents ..
I'm satisfied with the school.
My child academic performance has improved and he is challenging for higher academic height.
Thank u for having in person learning
They need to be seriously more for there discipline with kids seriously cause my Daugther had problems in the school wit a few kids to be honest
I have more than one child. One has an IEP, 3 are in 12th grade, and one is in 6th.
The teachers need to grade the kids assignment every day when they give it to them,instead of grading when the marking period is ending .some of the teachers has to upgrade with grading
The school is just great
So far the school is a good school.
I expect high expectations from teachers, homework's to be done at home not on computer but papers. I prefer non electronic measures of teachings as before
I am looking forward to the return of in person extracurricular activities and the return of the in person after-school program for my child.
I believe the course work is not hard enough to meet the world's job demands
I've other kids at Lavelle. Same information applies. Thanks
As I said before me and my husband took for granted that Our son was not struggling as much as he was struggling but he has totally turned things around he can do so much better but he has definitely come along way and has made a complete transformation in the future things will only get better
Great School!!!

NYSED CSO Teacher Survey 2022
JOHN W LAVELLE PREPARATORY CHARTER SCHOOL
89 RESPONSES
84% RESPONSE RATE

Curriculum

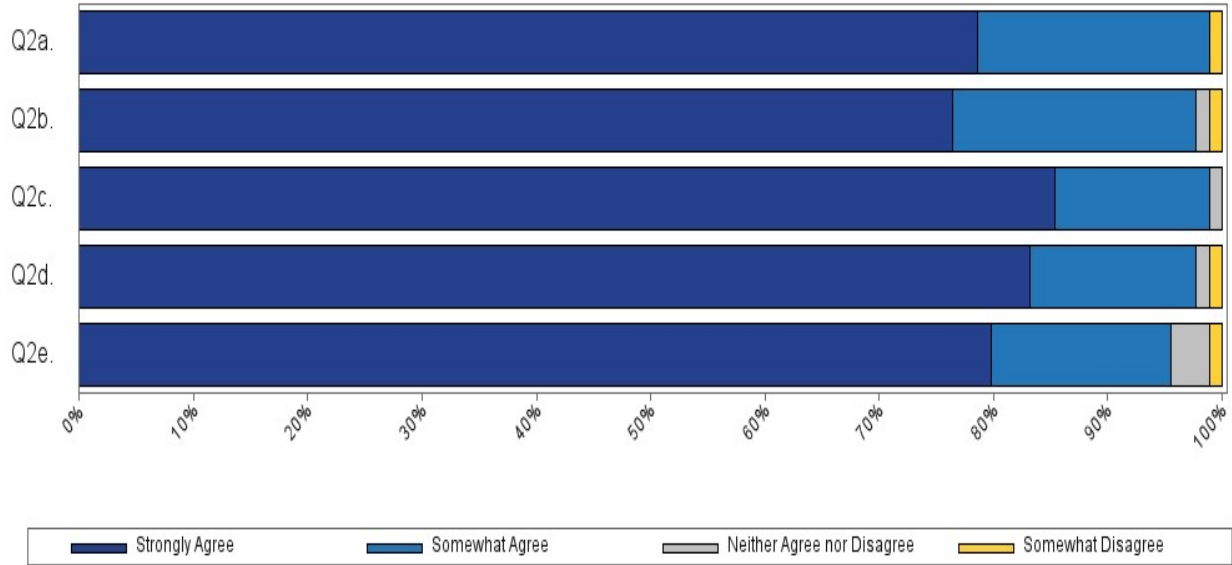


Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	87%	77	68%	1,310
	Somewhat Agree	11%	10	24%	460
	Neither Agree nor Disagree	2%	2	4%	74
	Somewhat Disagree	0%	0	3%	49
	Strongly Disagree	0%	0	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	84%	75	58%	1,113
	Somewhat Agree	13%	12	26%	506
	Neither Agree nor Disagree	2%	2	10%	190
	Somewhat Disagree	0%	0	4%	82
	Strongly Disagree	0%	0	2%	40

Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	80%	71	51%	978
	Somewhat Agree	19%	17	32%	612
	Neither Agree nor Disagree	1%	1	11%	212
	Somewhat Disagree	0%	0	4%	85
	Strongly Disagree	0%	0	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	85%	76	50%	975
	Somewhat Agree	13%	12	34%	651
	Neither Agree nor Disagree	1%	1	8%	146
	Somewhat Disagree	0%	0	5%	106
	Strongly Disagree	0%	0	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	78%	69	50%	966
	Somewhat Agree	17%	15	28%	545
	Neither Agree nor Disagree	4%	4	11%	222
	Somewhat Disagree	1%	1	7%	127
	Strongly Disagree	0%	0	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	65%	58	35%	683
	Somewhat Agree	17%	15	30%	574
	Neither Agree nor Disagree	11%	10	23%	436
	Somewhat Disagree	3%	3	7%	136
	Strongly Disagree	3%	3	5%	102

NYSED CSO Teacher Survey 2022
JOHN W LAVELLE PREPARATORY CHARTER SCHOOL
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Instruction

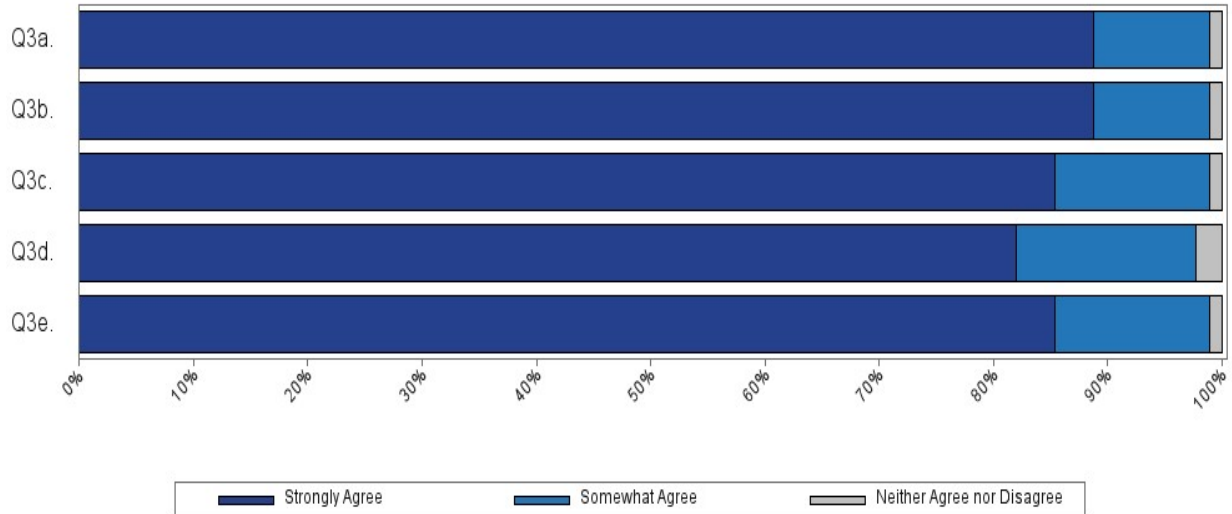


Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	79%	70	54%	1,038
	Somewhat Agree	20%	18	34%	653
	Neither Agree nor Disagree	0%	0	4%	86
	Somewhat Disagree	1%	1	6%	113
	Strongly Disagree	0%	0	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	76%	68	52%	1,008
	Somewhat Agree	21%	19	36%	691
	Neither Agree nor Disagree	1%	1	6%	114
	Somewhat Disagree	1%	1	5%	94
	Strongly Disagree	0%	0	1%	24

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	85%	76	52%	999
	Somewhat Agree	13%	12	34%	654
	Neither Agree nor Disagree	1%	1	6%	124
	Somewhat Disagree	0%	0	6%	115
	Strongly Disagree	0%	0	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	83%	74	48%	922
	Somewhat Agree	15%	13	30%	570
	Neither Agree nor Disagree	1%	1	9%	170
	Somewhat Disagree	1%	1	8%	162
	Strongly Disagree	0%	0	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	80%	71	53%	1,022
	Somewhat Agree	16%	14	29%	566
	Neither Agree nor Disagree	3%	3	8%	159
	Somewhat Disagree	1%	1	6%	114
	Strongly Disagree	0%	0	4%	70

NYSED CSO Teacher Survey 2022
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84% RESPONSE RATE

Assessment and Program Evaluation

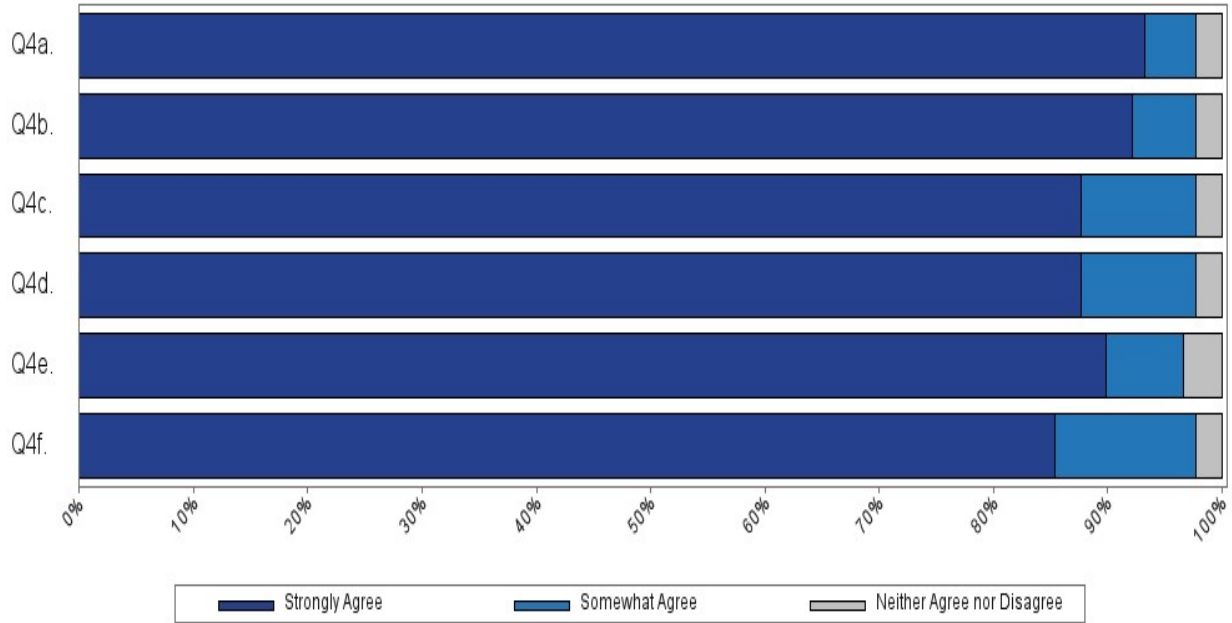


Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	89%	79	66%	1,267
	Somewhat Agree	10%	9	27%	522
	Neither Agree nor Disagree	1%	1	5%	88
	Somewhat Disagree	0%	0	2%	37
	Strongly Disagree	0%	0	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	89%	79	62%	1,200
	Somewhat Agree	10%	9	28%	532
	Neither Agree nor Disagree	1%	1	6%	125
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	0%	0	1%	24

Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	85%	76	58%	1,129
	Somewhat Agree	13%	12	29%	555
	Neither Agree nor Disagree	1%	1	7%	134
	Somewhat Disagree	0%	0	5%	87
	Strongly Disagree	0%	0	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	82%	73	50%	964
	Somewhat Agree	16%	14	30%	583
	Neither Agree nor Disagree	2%	2	11%	218
	Somewhat Disagree	0%	0	7%	126
	Strongly Disagree	0%	0	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	85%	76	59%	1,144
	Somewhat Agree	13%	12	28%	532
	Neither Agree nor Disagree	1%	1	8%	156
	Somewhat Disagree	0%	0	4%	69
	Strongly Disagree	0%	0	2%	30

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Supports for Diverse Learners

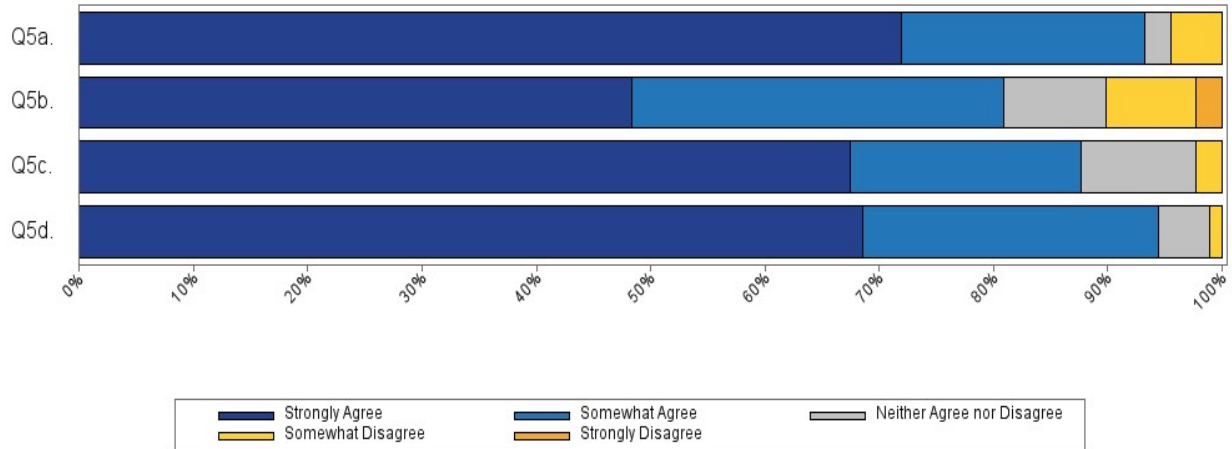


Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	93%	83	62%	1,194
	Somewhat Agree	4%	4	20%	391
	Neither Agree nor Disagree	2%	2	14%	262
	Somewhat Disagree	0%	0	3%	55
	Strongly Disagree	0%	0	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	92%	82	61%	1,181
	Somewhat Agree	6%	5	20%	393
	Neither Agree nor Disagree	2%	2	15%	286
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	0%	0	1%	21

Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	88%	78	56%	1,079
	Somewhat Agree	10%	9	27%	516
	Neither Agree nor Disagree	2%	2	9%	172
	Somewhat Disagree	0%	0	6%	115
	Strongly Disagree	0%	0	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	88%	78	55%	1,053
	Somewhat Agree	10%	9	26%	511
	Neither Agree nor Disagree	2%	2	10%	200
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	0%	0	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	90%	80	61%	1,169
	Somewhat Agree	7%	6	25%	477
	Neither Agree nor Disagree	3%	3	10%	201
	Somewhat Disagree	0%	0	3%	59
	Strongly Disagree	0%	0	1%	25
Q4f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	85%	76	54%	1,050
	Somewhat Agree	12%	11	28%	533
	Neither Agree nor Disagree	2%	2	9%	183
	Somewhat Disagree	0%	0	6%	110
	Strongly Disagree	0%	0	3%	55

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Measures of Culture, Climate, and Student Engagement

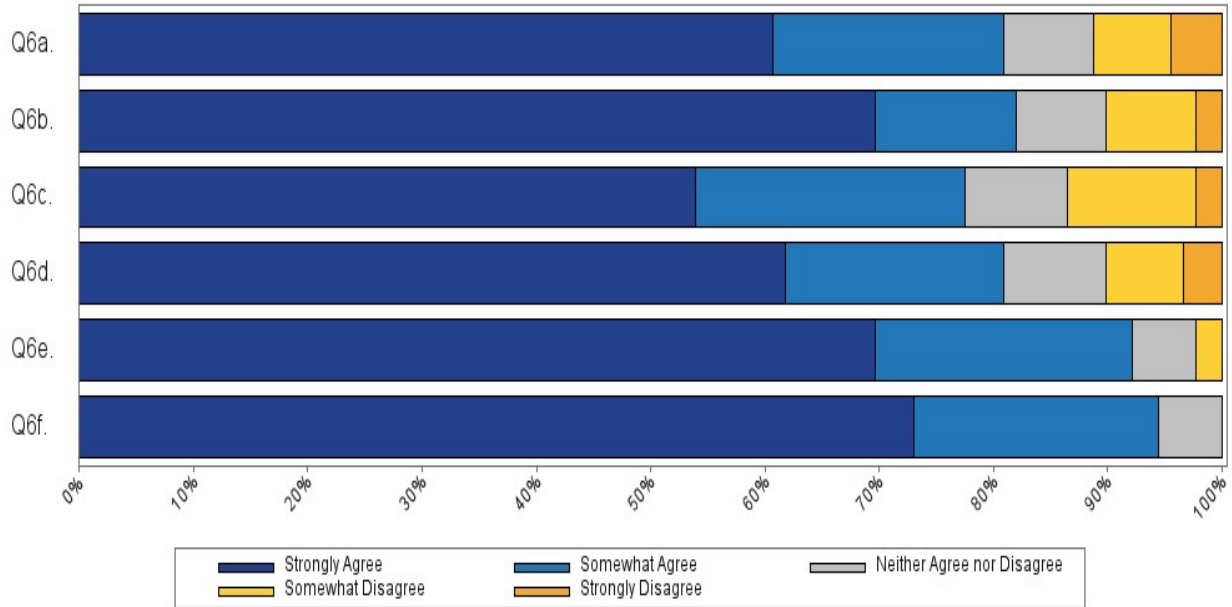


Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	72%	64	38%	725
	Somewhat Agree	21%	19	30%	577
	Neither Agree nor Disagree	2%	2	12%	238
	Somewhat Disagree	4%	4	12%	225
	Strongly Disagree	0%	0	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	48%	43	24%	456
	Somewhat Agree	33%	29	27%	512
	Neither Agree nor Disagree	9%	8	15%	293
	Somewhat Disagree	8%	7	21%	405
	Strongly Disagree	2%	2	14%	265

Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	67%	60	37%	717
	Somewhat Agree	20%	18	29%	569
	Neither Agree nor Disagree	10%	9	21%	407
	Somewhat Disagree	2%	2	7%	141
	Strongly Disagree	0%	0	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	69%	61	38%	738
	Somewhat Agree	26%	23	31%	589
	Neither Agree nor Disagree	4%	4	16%	306
	Somewhat Disagree	1%	1	8%	161
	Strongly Disagree	0%	0	7%	137

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Behavior Management and Safety

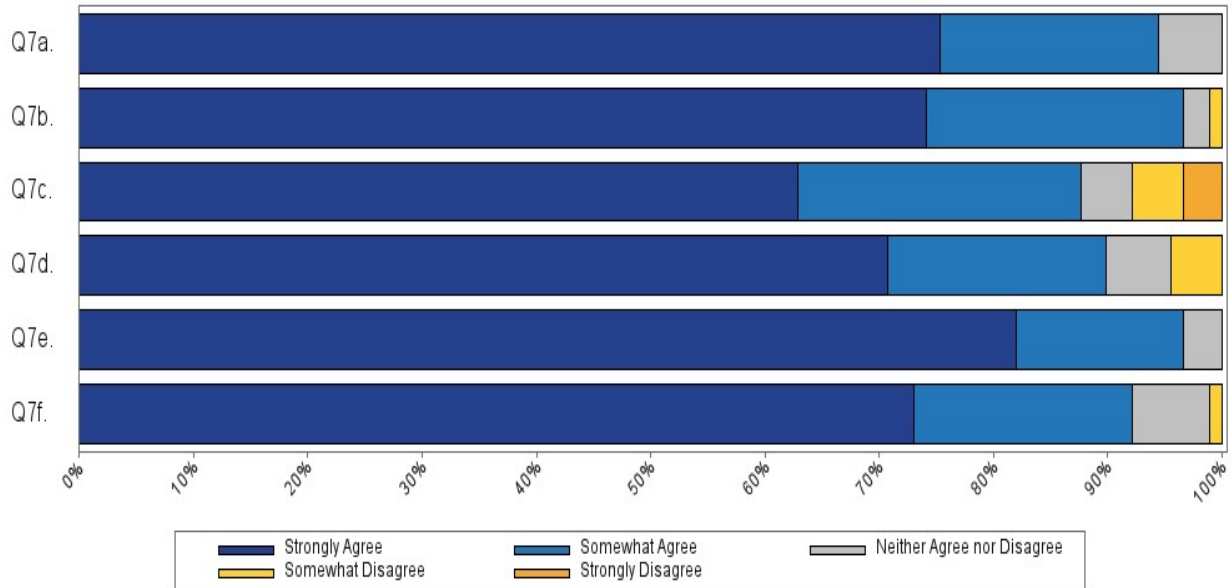


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	61%	54	35%	674
	Somewhat Agree	20%	18	30%	580
	Neither Agree nor Disagree	8%	7	10%	190
	Somewhat Disagree	7%	6	14%	270
	Strongly Disagree	4%	4	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	70%	62	39%	751
	Somewhat Agree	12%	11	26%	509
	Neither Agree nor Disagree	8%	7	13%	257
	Somewhat Disagree	8%	7	13%	256
	Strongly Disagree	2%	2	8%	158

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	54%	48	28%	545
	Somewhat Agree	24%	21	30%	581
	Neither Agree nor Disagree	9%	8	13%	244
	Somewhat Disagree	11%	10	18%	352
	Strongly Disagree	2%	2	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	62%	55	33%	641
	Somewhat Agree	19%	17	26%	509
	Neither Agree nor Disagree	9%	8	16%	310
	Somewhat Disagree	7%	6	14%	273
	Strongly Disagree	3%	3	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	70%	62	42%	818
	Somewhat Agree	22%	20	32%	617
	Neither Agree nor Disagree	6%	5	11%	209
	Somewhat Disagree	2%	2	9%	181
	Strongly Disagree	0%	0	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	73%	65	42%	811
	Somewhat Agree	21%	19	33%	628
	Neither Agree nor Disagree	6%	5	14%	265
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	0%	0	4%	82

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Behavior Management and Safety

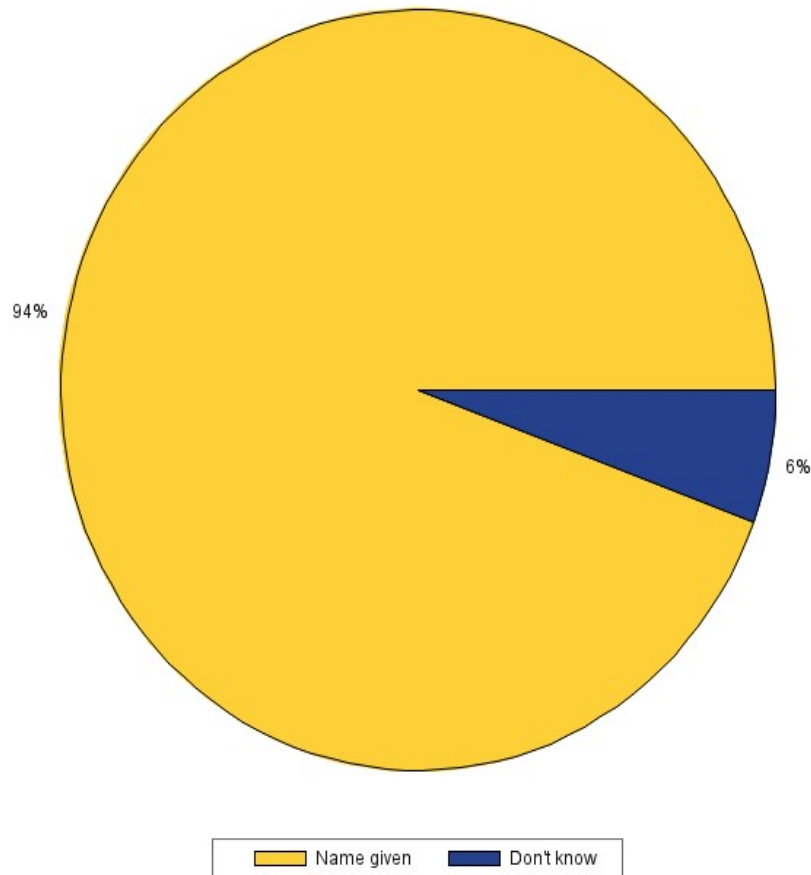


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	75%	67	60%	1,162
	Somewhat Agree	19%	17	27%	523
	Neither Agree nor Disagree	6%	5	5%	103
	Somewhat Disagree	0%	0	5%	104
	Strongly Disagree	0%	0	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	74%	66	49%	945
	Somewhat Agree	22%	20	30%	586
	Neither Agree nor Disagree	2%	2	8%	155
	Somewhat Disagree	1%	1	9%	165
	Strongly Disagree	0%	0	4%	80

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	63%	56	38%	741
	Somewhat Agree	25%	22	34%	654
	Neither Agree nor Disagree	4%	4	9%	180
	Somewhat Disagree	4%	4	12%	233
	Strongly Disagree	3%	3	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	71%	63	47%	899
	Somewhat Agree	19%	17	30%	570
	Neither Agree nor Disagree	6%	5	9%	171
	Somewhat Disagree	4%	4	10%	194
	Strongly Disagree	0%	0	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	82%	73	55%	1,062
	Somewhat Agree	15%	13	33%	637
	Neither Agree nor Disagree	3%	3	7%	126
	Somewhat Disagree	0%	0	4%	79
	Strongly Disagree	0%	0	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	73%	65	48%	933
	Somewhat Agree	19%	17	31%	598
	Neither Agree nor Disagree	7%	6	9%	174
	Somewhat Disagree	1%	1	8%	149
	Strongly Disagree	0%	0	4%	77

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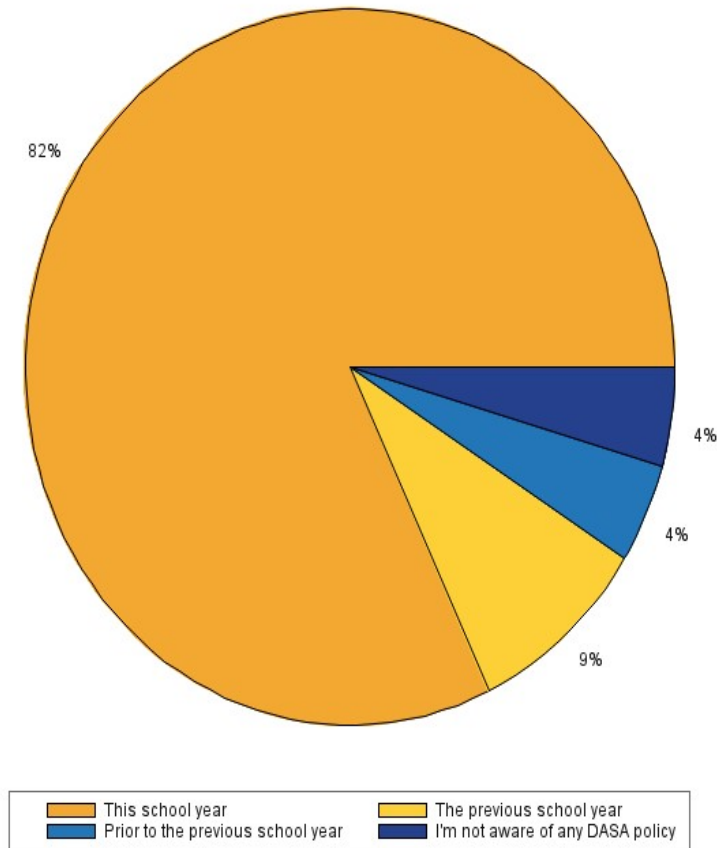
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	94%	84	59%	1,144
	Don't know	6%	5	41%	787

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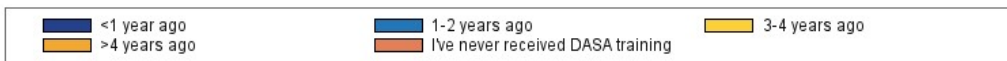
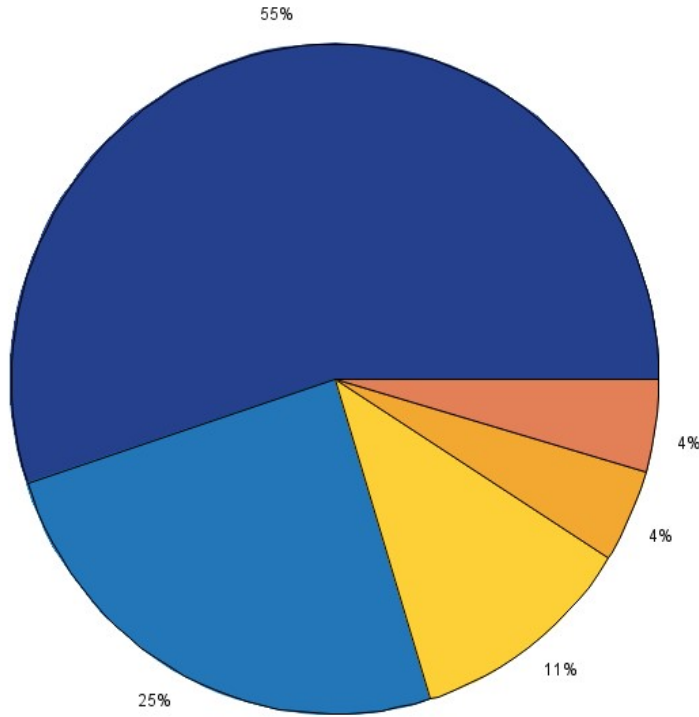
Q9. When is the last time you received a copy of the school's DASA policy?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	82%	73	62%	1,204
	The previous school year	9%	8	9%	176
	Prior to the previous school year	4%	4	6%	117
	I'm not aware of any DASA policy	4%	4	22%	434

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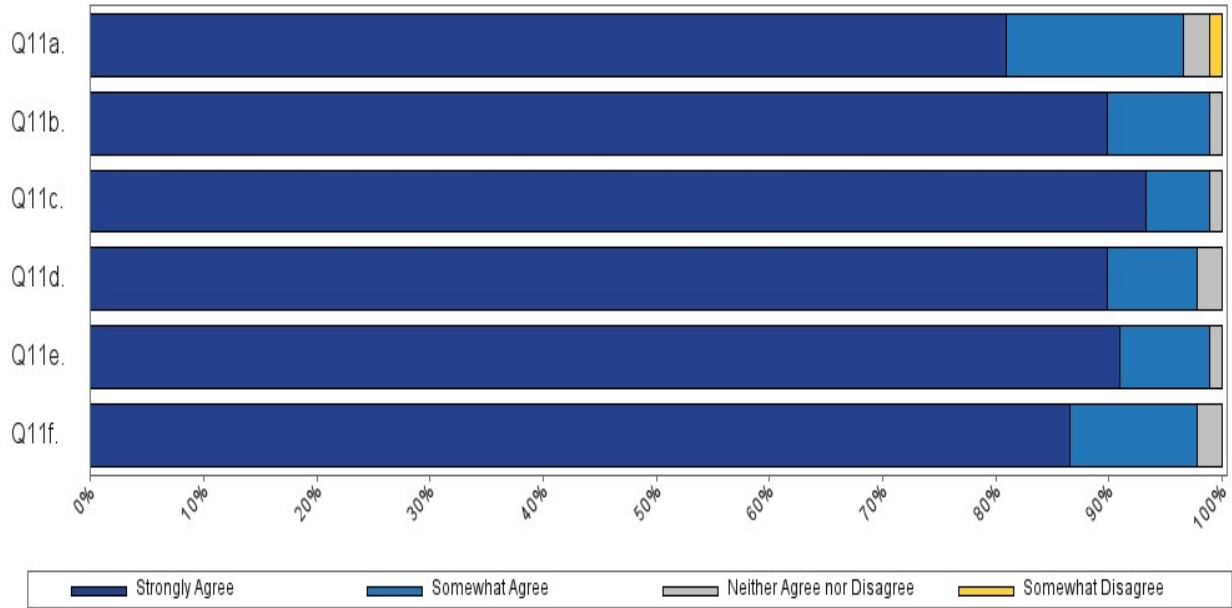
Q10. When is the last time you received DASA training?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q10. When is the last time you received DASA training?	<1 year ago	55%	49	48%	927
	1-2 years ago	25%	22	21%	399
	3-4 years ago	11%	10	10%	193
	>4 years ago	4%	4	10%	195
	I've never received DASA training	4%	4	11%	217

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Family Engagement and Communication

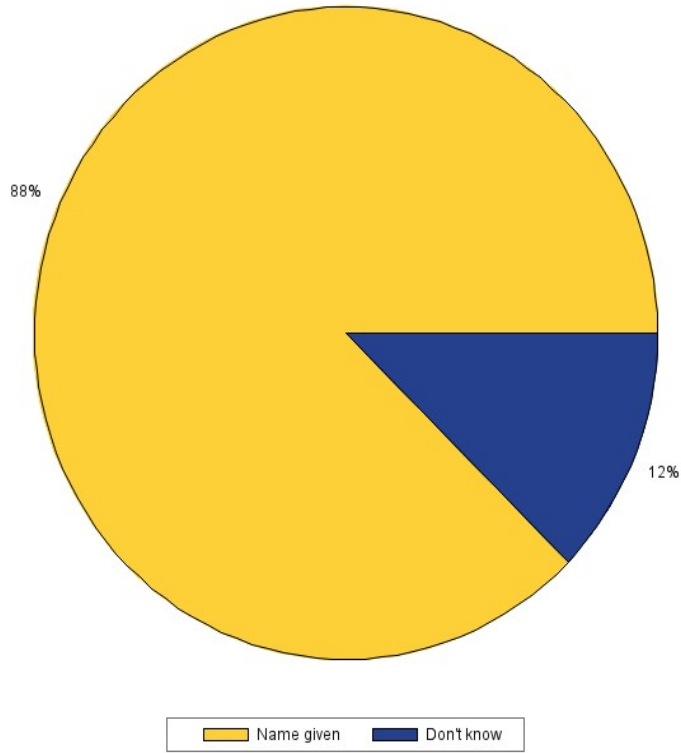


Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	81%	72	50%	961
	Somewhat Agree	16%	14	30%	585
	Neither Agree nor Disagree	2%	2	11%	214
	Somewhat Disagree	1%	1	6%	117
	Strongly Disagree	0%	0	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	90%	80	57%	1,100
	Somewhat Agree	9%	8	31%	601
	Neither Agree nor Disagree	1%	1	7%	135
	Somewhat Disagree	0%	0	3%	60
	Strongly Disagree	0%	0	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	93%	83	67%	1,295
	Somewhat Agree	6%	5	26%	511
	Neither Agree nor Disagree	1%	1	4%	79
	Somewhat Disagree	0%	0	1%	26
	Strongly Disagree	0%	0	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	90%	80	56%	1,088
	Somewhat Agree	8%	7	29%	567
	Neither Agree nor Disagree	2%	2	10%	196
	Somewhat Disagree	0%	0	3%	54
	Strongly Disagree	0%	0	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	91%	81	52%	996
	Somewhat Agree	8%	7	30%	572
	Neither Agree nor Disagree	1%	1	12%	240
	Somewhat Disagree	0%	0	4%	82
	Strongly Disagree	0%	0	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	87%	77	45%	873
	Somewhat Agree	11%	10	23%	448
	Neither Agree nor Disagree	2%	2	25%	484
	Somewhat Disagree	0%	0	4%	80
	Strongly Disagree	0%	0	2%	46

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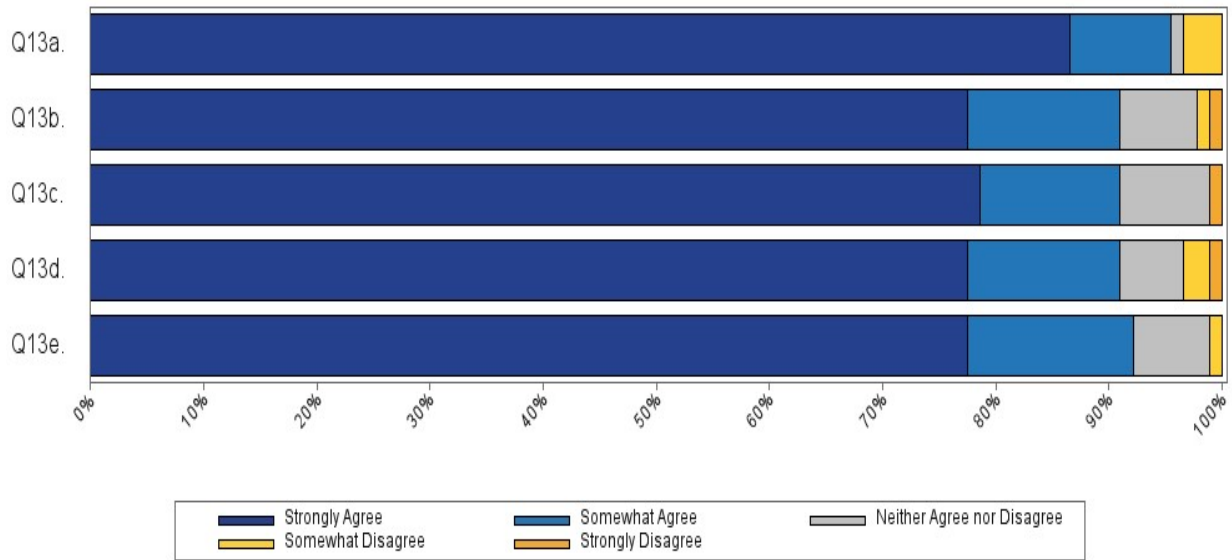
Q12. What is the name of your school's McKinney-Vento Coordinator?



McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	88%	78	40%	780
	Don't know	12%	11	60%	1,151

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Social-Emotional and Mental Health Support

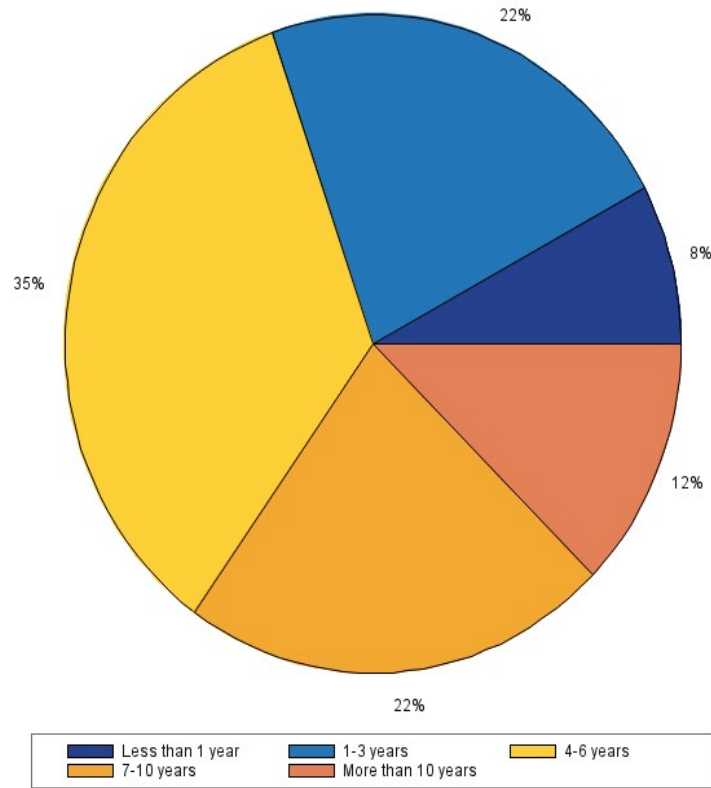


Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	87%	77	53%	1,023
	Somewhat Agree	9%	8	32%	618
	Neither Agree nor Disagree	1%	1	6%	111
	Somewhat Disagree	3%	3	6%	122
	Strongly Disagree	0%	0	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	78%	69	43%	831
	Somewhat Agree	13%	12	29%	552
	Neither Agree nor Disagree	7%	6	16%	314
	Somewhat Disagree	1%	1	8%	155
	Strongly Disagree	1%	1	4%	79

Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	79%	70	43%	829
	Somewhat Agree	12%	11	27%	526
	Neither Agree nor Disagree	8%	7	18%	352
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	1%	1	4%	79
Q13d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	78%	69	46%	892
	Somewhat Agree	13%	12	30%	583
	Neither Agree nor Disagree	6%	5	10%	202
	Somewhat Disagree	2%	2	8%	145
	Strongly Disagree	1%	1	6%	109
Q13e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	78%	69	36%	688
	Somewhat Agree	15%	13	20%	392
	Neither Agree nor Disagree	7%	6	35%	676
	Somewhat Disagree	1%	1	4%	78
	Strongly Disagree	0%	0	5%	97

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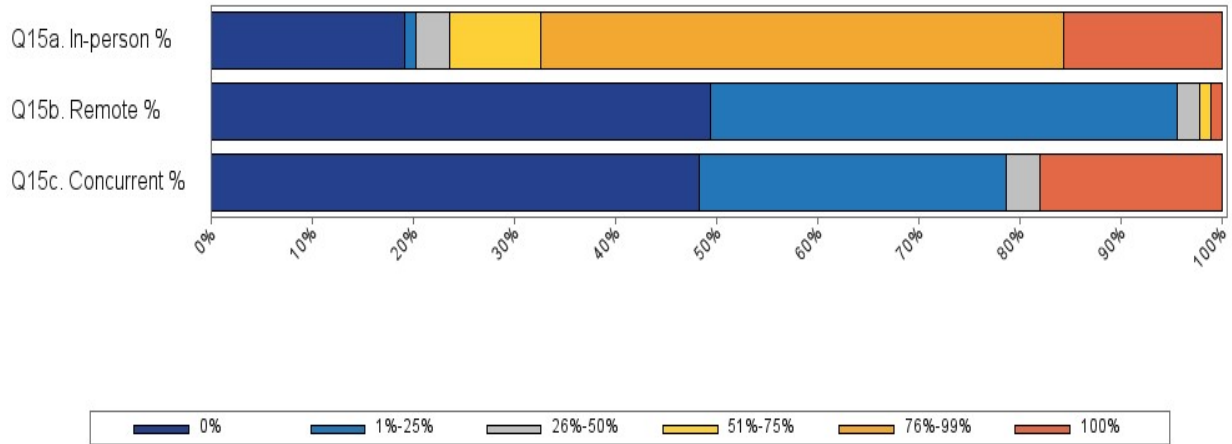
Q14. How many total years of K-12 teaching experience do you have?



Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	8%	7	7%	137
	1-3 years	22%	20	21%	401
	4-6 years	35%	31	26%	499
	7-10 years	22%	20	21%	408
	More than 10 years	12%	11	25%	486

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Teaching Modality

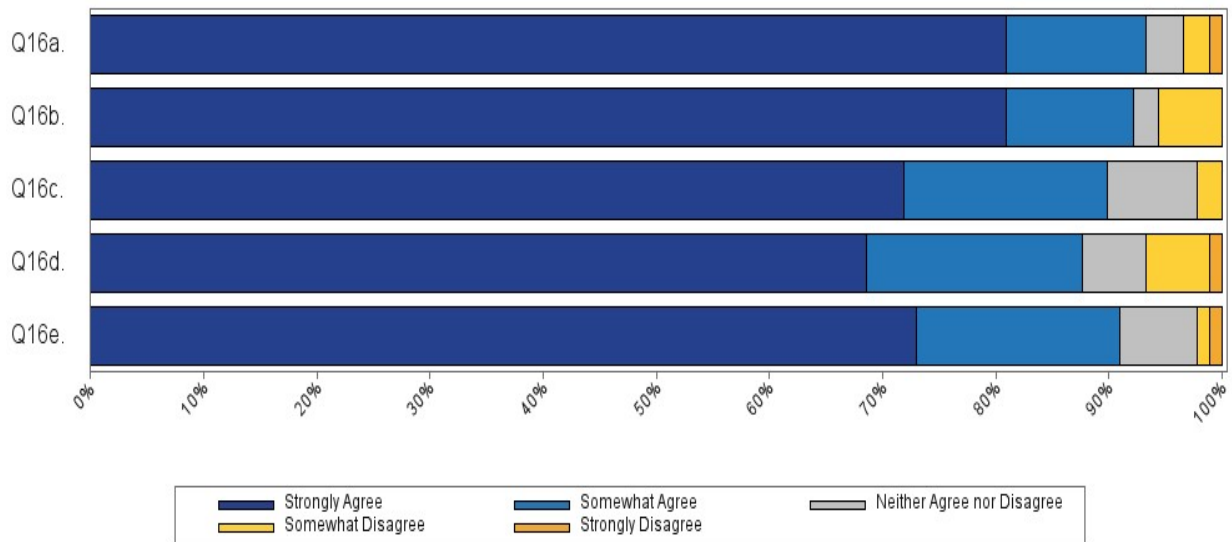


Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	19%	17	4%	69
	1% to 25%	1%	1	1%	15
	26% to 50%	3%	3	3%	63
	51% to 75%	9%	8	5%	92
	76% to 99%	52%	46	52%	1,002
	100%	16%	14	36%	690
Q15b. Remote %	0%	49%	44	42%	804
	1% to 25%	46%	41	55%	1,054
	26% to 50%	2%	2	3%	50
	51% to 75%	1%	1	0%	9
	76% to 99%	0%	0	0%	7
	100%	1%	1	0%	7

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15c. Concurrent %	0%	48%	43	79%	1,522
	1% to 25%	30%	27	16%	311
	26% to 50%	3%	3	2%	38
	51% to 75%	0%	0	0%	3
	76% to 99%	0%	0	1%	13
	100%	18%	16	2%	44

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School Leadership

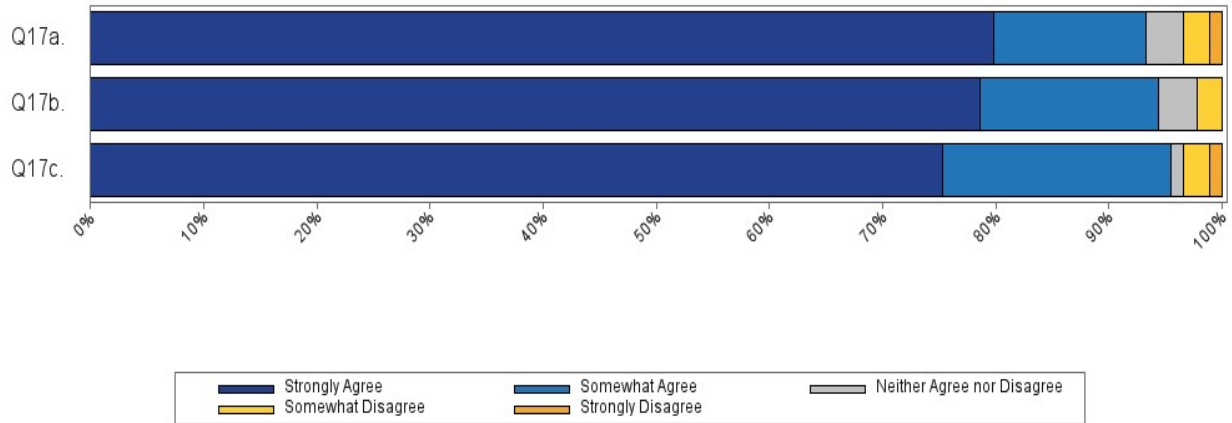


School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	81%	72	47%	914
	Somewhat Agree	12%	11	29%	565
	Neither Agree nor Disagree	3%	3	9%	173
	Somewhat Disagree	2%	2	8%	159
	Strongly Disagree	1%	1	6%	120
Q16b. The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	81%	72	42%	811
	Somewhat Agree	11%	10	30%	570
	Neither Agree nor Disagree	2%	2	10%	192
	Somewhat Disagree	6%	5	11%	217
	Strongly Disagree	0%	0	7%	141

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	72%	64	34%	655
	Somewhat Agree	18%	16	28%	539
	Neither Agree nor Disagree	8%	7	15%	280
	Somewhat Disagree	2%	2	15%	295
	Strongly Disagree	0%	0	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	69%	61	37%	709
	Somewhat Agree	19%	17	26%	508
	Neither Agree nor Disagree	6%	5	21%	411
	Somewhat Disagree	6%	5	10%	184
	Strongly Disagree	1%	1	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	73%	65	42%	810
	Somewhat Agree	18%	16	28%	539
	Neither Agree nor Disagree	7%	6	14%	271
	Somewhat Disagree	1%	1	9%	166
	Strongly Disagree	1%	1	8%	145

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Professional Climate

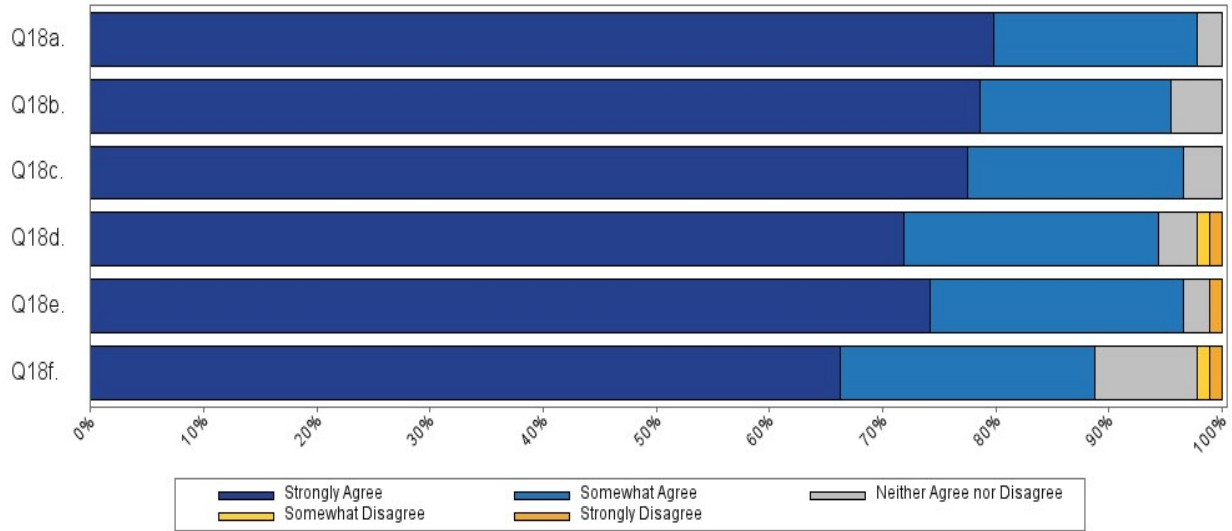


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	80%	71	43%	838
	Somewhat Agree	13%	12	30%	585
	Neither Agree nor Disagree	3%	3	13%	249
	Somewhat Disagree	2%	2	8%	158
	Strongly Disagree	1%	1	5%	101
Q17b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	79%	70	44%	843
	Somewhat Agree	16%	14	32%	623
	Neither Agree nor Disagree	3%	3	12%	228
	Somewhat Disagree	2%	2	8%	153
	Strongly Disagree	0%	0	4%	84

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	75%	67	42%	813
	Somewhat Agree	20%	18	27%	527
	Neither Agree nor Disagree	1%	1	14%	267
	Somewhat Disagree	2%	2	10%	192
	Strongly Disagree	1%	1	7%	132

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Professional Climate

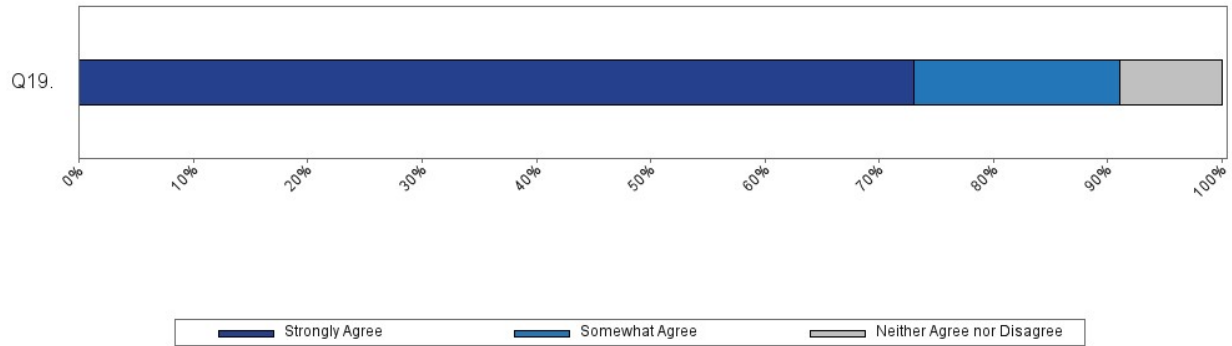


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	80%	71	48%	922
	Somewhat Agree	18%	16	34%	656
	Neither Agree nor Disagree	2%	2	8%	151
	Somewhat Disagree	0%	0	7%	141
	Strongly Disagree	0%	0	3%	61
Q18b. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	79%	70	52%	1,001
	Somewhat Agree	17%	15	32%	615
	Neither Agree nor Disagree	4%	4	9%	165
	Somewhat Disagree	0%	0	5%	90
	Strongly Disagree	0%	0	3%	60

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18c. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	78%	69	45%	870
	Somewhat Agree	19%	17	31%	599
	Neither Agree nor Disagree	3%	3	11%	207
	Somewhat Disagree	0%	0	8%	155
	Strongly Disagree	0%	0	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	72%	64	47%	913
	Somewhat Agree	22%	20	27%	522
	Neither Agree nor Disagree	3%	3	18%	356
	Somewhat Disagree	1%	1	5%	90
	Strongly Disagree	1%	1	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	74%	66	53%	1,030
	Somewhat Agree	22%	20	33%	633
	Neither Agree nor Disagree	2%	2	7%	128
	Somewhat Disagree	0%	0	5%	91
	Strongly Disagree	1%	1	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	66%	59	39%	759
	Somewhat Agree	22%	20	22%	434
	Neither Agree nor Disagree	9%	8	32%	610
	Somewhat Disagree	1%	1	4%	78
	Strongly Disagree	1%	1	3%	50

NYSED CSO Teacher Survey 2022
JOHN W LAVELLE PREPARATORY CHARTER SCHOOL
89 RESPONSES
84% RESPONSE RATE

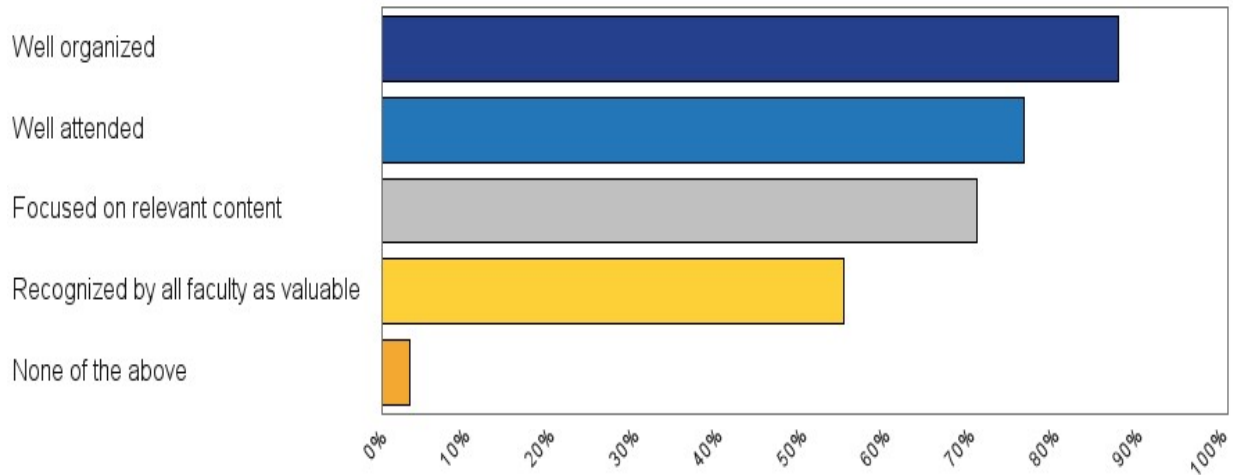
Professional Climate



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q19. How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	73%	65	40%	764
	Somewhat Agree	18%	16	35%	683
	Neither Agree nor Disagree	9%	8	12%	225
	Somewhat Disagree	0%	0	8%	148
	Strongly Disagree	0%	0	6%	111

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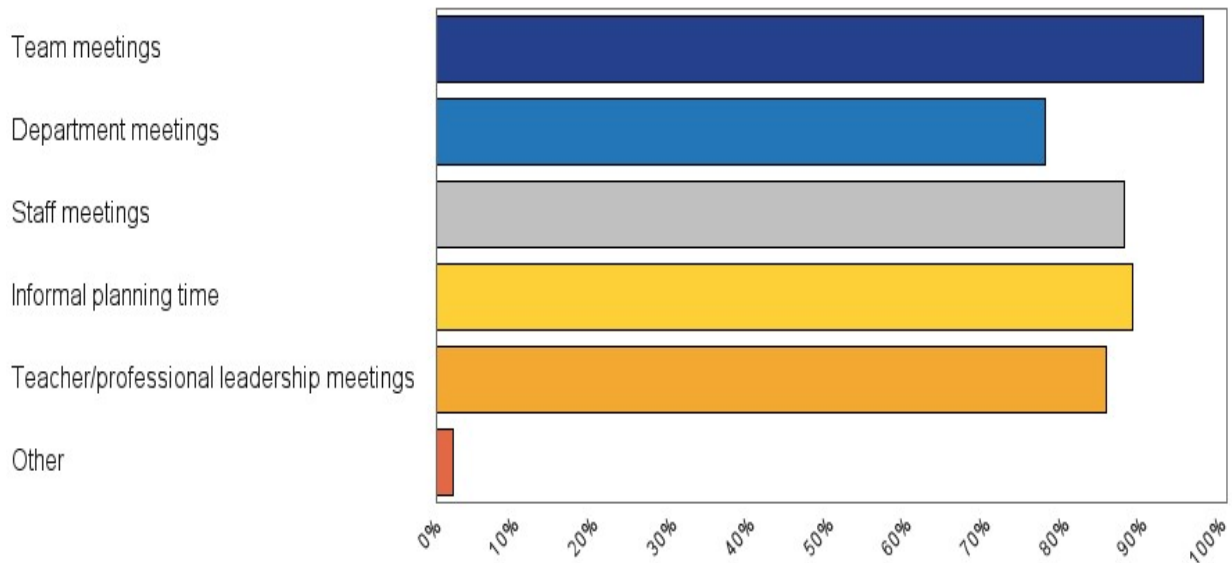
Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:



Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	% by School	Total by School	% All Schools	Total All Schools
Well organized	88%	78	68%	1,314
Well attended	76%	68	78%	1,500
Focused on relevant content	71%	63	63%	1,217
Recognized by all faculty as valuable	55%	49	36%	700
None of the above	3%	3	5%	105

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Q21. Select all types of meetings where faculty members collaborate with one another:



Q21. Select all types of meetings where faculty members collaborate with one another:	% by School	Total by School	% All Schools	Total All Schools
Team meetings	98%	87	90%	1,739
Department meetings	78%	69	67%	1,297
Staff meetings	88%	78	80%	1,553
Informal planning time	89%	79	73%	1,419
Teacher/professional leadership meetings	85%	76	65%	1,257
Other	2%	2	5%	95

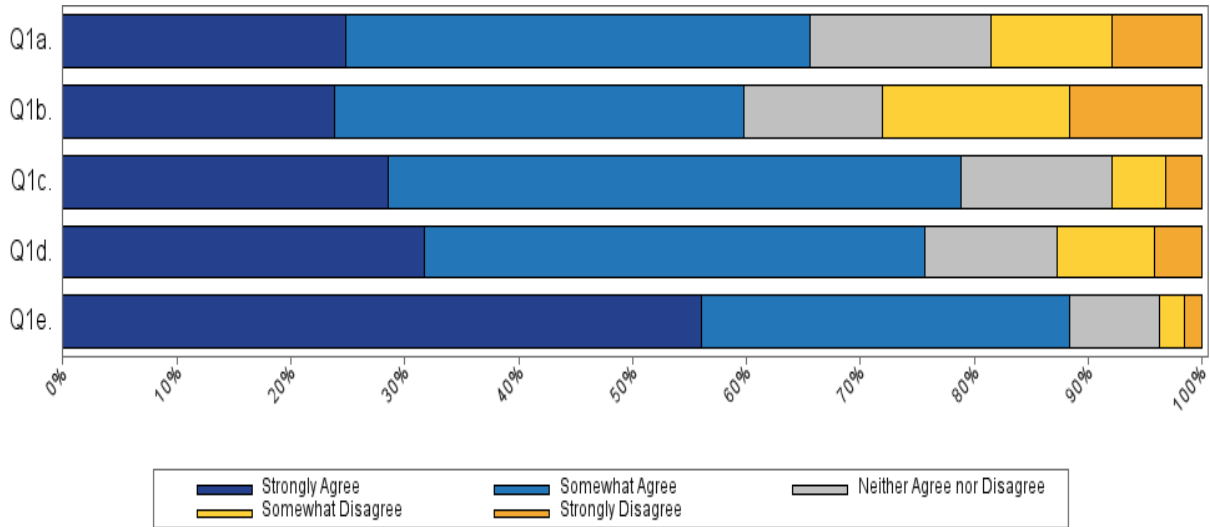
NYSED CSO Teacher Survey 2022
JOHN W LAVELLE PREPARATORY CHARTER SCHOOL
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84% RESPONSE RATE

Q22. Please provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.

Question Answer
Lavelle Prep does a fantastic job with inclusion of all Students.
Due to the previous pandemic, the school administration is doing as well as can be expected. It is evident that their hands are tied on many key decisions that affect the school community.
I have been teaching at this school for 6 years now. I plan on staying at this school for the rest of my academic career. I am very happy here and was able to move into a leadership position within 4 years. I highly recommend teachers and students to come to this school. We are a family, not just a school.
I love working at Lavelle Preparatory Charter School. Our charter works well and serves our student population to meet all our student's needs. I am currently teaching at Lavelle for 5 years and it is a wonderful place to work due to the amazing culture of our administrators and staff members.
Lavelle is a great place for all students. The environment is friendly for staff and students. Lavelle and it's employees do the best they can to ensure the best education for all their students!
Working at Lavelle Prep has taught me valuable skills about differentiated and meaningful instruction and teacher-student interactions.
John W. Lavelle provides a great work environment for all staff and students alike.
We need a sports team or partner with a school that does! These students need an outlet and there's nothing like growing up as a student athlete. The lessons you learn and the relationships you make are valuables that can't be taught in a classroom.
This school is supportive of first year teachers, and provides extensive amounts of training, to better teaching practice.
Our school leadership provides continuous professional and personal support to us.

NYSED CSO Student Survey 2022
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Student Participation

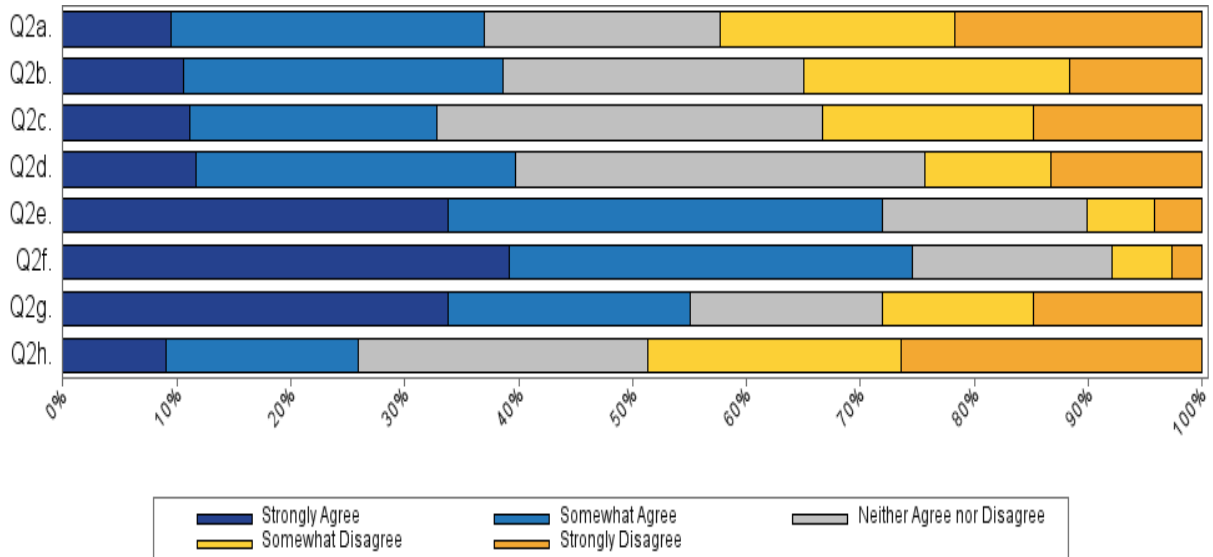


Student Participation		% by School	Total by School	% All Schools	Total All Schools
Q1a. I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	25%	47	29%	845
	Somewhat Agree	41%	77	35%	1,025
	Neither Agree nor Disagree	16%	30	20%	589
	Somewhat Disagree	11%	20	8%	251
	Strongly Disagree	8%	15	8%	251
Q1b. I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	24%	45	29%	851
	Somewhat Agree	36%	68	30%	889
	Neither Agree nor Disagree	12%	23	20%	592
	Somewhat Disagree	16%	31	9%	267
	Strongly Disagree	12%	22	12%	362

Student Participation		% by School	Total by School	% All Schools	Total All Schools
Q1c. At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	29%	54	29%	863
	Somewhat Agree	50%	95	36%	1,061
	Neither Agree nor Disagree	13%	25	18%	542
	Somewhat Disagree	5%	9	9%	259
	Strongly Disagree	3%	6	8%	236
Q1d. There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	32%	60	55%	1,633
	Somewhat Agree	44%	83	28%	820
	Neither Agree nor Disagree	12%	22	11%	317
	Somewhat Disagree	8%	16	3%	101
	Strongly Disagree	4%	8	3%	90
Q1e. I have the opportunity to be part of class discussions or activities.	Strongly Agree	56%	106	56%	1,670
	Somewhat Agree	32%	61	29%	859
	Neither Agree nor Disagree	8%	15	11%	318
	Somewhat Disagree	2%	4	2%	63
	Strongly Disagree	2%	3	2%	51

NYSED CSO Student Survey 2022
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School Physical Environment



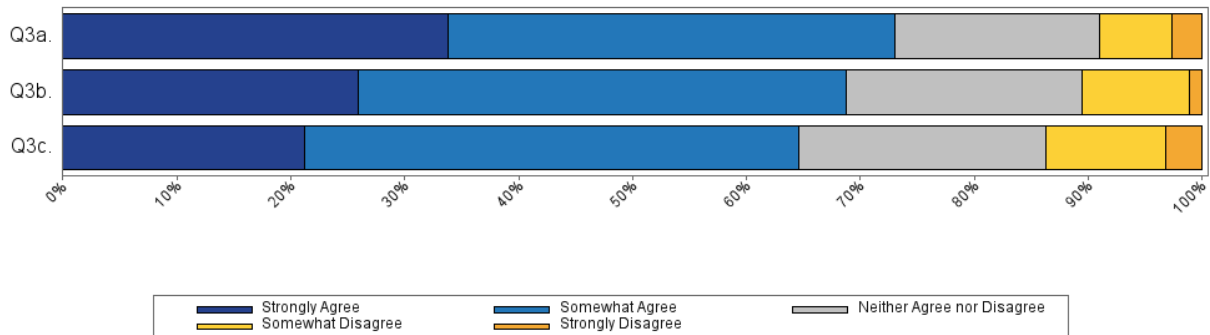
School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2a. The bathrooms in this school are clean.	Strongly Agree	10%	18	21%	613
	Somewhat Agree	28%	52	34%	1008
	Neither Agree nor Disagree	21%	39	22%	638
	Somewhat Disagree	21%	39	13%	390
	Strongly Disagree	22%	41	11%	312
Q2b. The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	11%	20	24%	713
	Somewhat Agree	28%	53	34%	1012
	Neither Agree nor Disagree	26%	50	22%	642
	Somewhat Disagree	23%	44	12%	366
	Strongly Disagree	12%	22	8%	228

School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2c. Repairs are made in a timely manner.	Strongly Agree	11%	21	20%	597
	Somewhat Agree	22%	41	30%	888
	Neither Agree nor Disagree	34%	64	32%	959
	Somewhat Disagree	19%	35	11%	314
	Strongly Disagree	15%	28	7%	203
Q2d. I am proud of the way my school looks.	Strongly Agree	12%	22	21%	624
	Somewhat Agree	28%	53	30%	896
	Neither Agree nor Disagree	36%	68	30%	891
	Somewhat Disagree	11%	21	10%	295
	Strongly Disagree	13%	25	9%	255
Q2e. I feel physically safe in my school.	Strongly Agree	34%	64	35%	1032
	Somewhat Agree	38%	72	33%	978
	Neither Agree nor Disagree	18%	34	21%	629
	Somewhat Disagree	6%	11	7%	196
	Strongly Disagree	4%	8	4%	126
Q2f. I feel safe traveling to and from my school.	Strongly Agree	39%	74	37%	1109
	Somewhat Agree	35%	67	31%	923
	Neither Agree nor Disagree	17%	33	20%	591
	Somewhat Disagree	5%	10	8%	230
	Strongly Disagree	3%	5	4%	108
Q2g. I have not had anything stolen from me at this school.	Strongly Agree	34%	64	51%	1513
	Somewhat Agree	21%	40	18%	520

School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2g. I have not had anything stolen from me at this school.	Neither Agree nor Disagree	17%	32	15%	432
	Somewhat Disagree	13%	25	7%	197
	Strongly Disagree	15%	28	10%	299
Q2h. I have not seen any property damaged by students at this school.	Strongly Agree	9%	17	24%	701
	Somewhat Agree	17%	32	21%	608
	Neither Agree nor Disagree	25%	48	27%	788
	Somewhat Disagree	22%	42	14%	429
	Strongly Disagree	26%	50	15%	435

NYSED CSO Student Survey 2022
JOHN W LAVELLE PREPARATORY CHARTER SCHOOL
189 RESPONSES
90% RESPONSE RATE

Learning

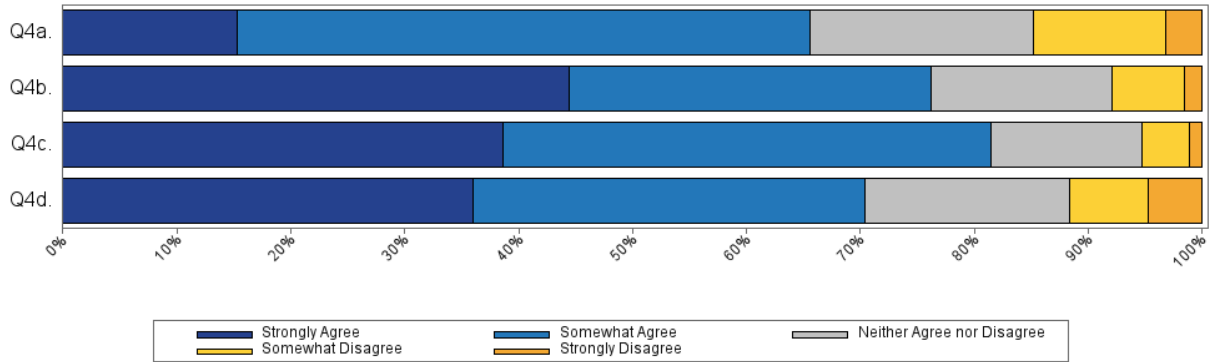


Learning		% by School	Total by School	% All Schools	Total All Schools
Q3a. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	34%	64	40%	1,181
	Somewhat Agree	39%	74	33%	963
	Neither Agree nor Disagree	18%	34	20%	587
	Somewhat Disagree	6%	12	6%	170
	Strongly Disagree	3%	5	2%	60
Q3b. The things I'm learning in school are important to me.	Strongly Agree	26%	49	30%	879
	Somewhat Agree	43%	81	36%	1,072
	Neither Agree nor Disagree	21%	39	22%	664
	Somewhat Disagree	10%	18	8%	224
	Strongly Disagree	1%	2	4%	122

Learning		% by School	Total by School	% All Schools	Total All Schools
Q3c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	21%	40	27%	804
	Somewhat Agree	43%	82	36%	1,054
	Neither Agree nor Disagree	22%	41	24%	709
	Somewhat Disagree	11%	20	9%	280
	Strongly Disagree	3%	6	4%	114

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JOHN W LAVELLE PREPARATORY CHARTER SCHOOL
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90% RESPONSE RATE

Learning

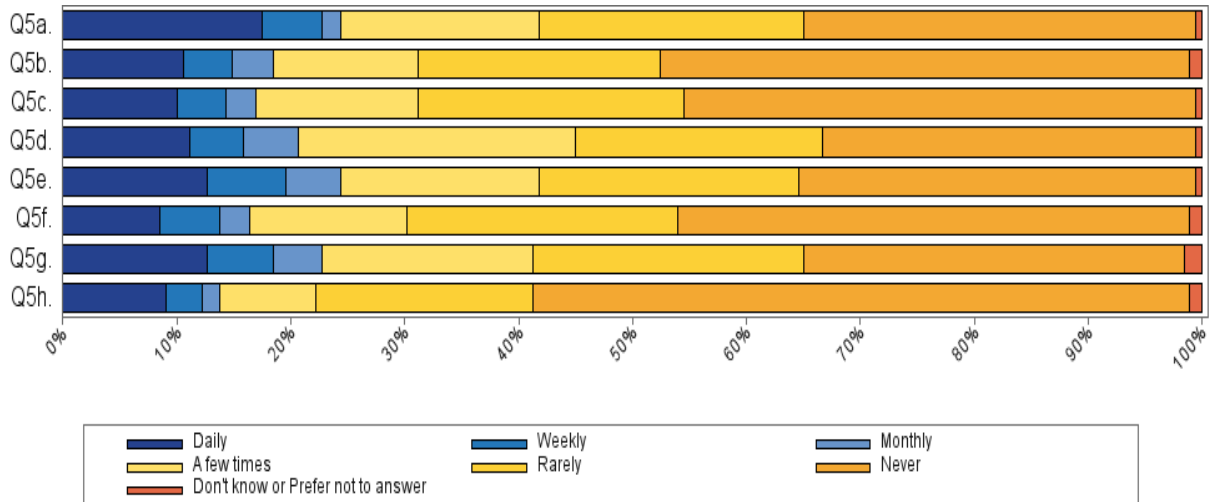


Learning		% by School	Total by School	% All Schools	Total All Schools
Q4a. Most or all of my classes are challenging.	Strongly Agree	15%	29	19%	566
	Somewhat Agree	50%	95	39%	1,141
	Neither Agree nor Disagree	20%	37	28%	834
	Somewhat Disagree	12%	22	11%	317
	Strongly Disagree	3%	6	3%	103
Q4b. I feel that I am on-track for high school graduation.	Strongly Agree	44%	84	43%	1,259
	Somewhat Agree	32%	60	34%	1,018
	Neither Agree nor Disagree	16%	30	17%	506
	Somewhat Disagree	6%	12	4%	127
	Strongly Disagree	2%	3	2%	51

Learning		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides me with college prep assistance and information.	Strongly Agree	39%	73	42%	1,246
	Somewhat Agree	43%	81	32%	943
	Neither Agree nor Disagree	13%	25	20%	582
	Somewhat Disagree	4%	8	5%	141
	Strongly Disagree	1%	2	2%	49
Q4d. I know who to talk to for information about different careers.	Strongly Agree	36%	68	45%	1,319
	Somewhat Agree	34%	65	30%	877
	Neither Agree nor Disagree	18%	34	18%	525
	Somewhat Disagree	7%	13	5%	154
	Strongly Disagree	5%	9	3%	86

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Bullying

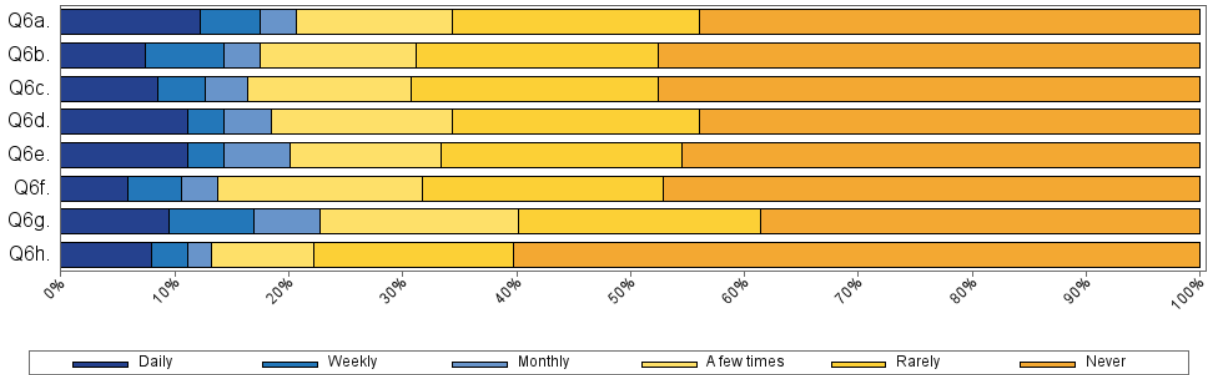


Bullying		% by School	Total by School	% All Schools	Total All Schools
Q5a. Student to student based on a student's real or perceived race or ethnicity.	Daily	17%	33	14%	429
	Weekly	5%	10	7%	194
	Monthly	2%	3	3%	94
	A few times	17%	33	16%	483
	Rarely	23%	44	22%	646
	Never	34%	65	36%	1,071
	Don't know	1%	1	1%	44
Q5b. Student to student based on a student's real or perceived religion.	Daily	11%	20	11%	328
	Weekly	4%	8	5%	149
	Monthly	4%	7	3%	80
	A few times	13%	24	12%	347
	Rarely	21%	40	19%	559
	Never	47%	88	49%	1,449
	Don't know	1%	2	2%	49
Q5c. Student to student based on a student's real or perceived disability.	Daily	10%	19	11%	323
	Weekly	4%	8	4%	126
	Monthly	3%	5	3%	77
	A few times	14%	27	13%	374
	Rarely	23%	44	20%	596
	Never	45%	85	48%	1,424
	Don't know	1%	1	1%	41

Bullying		% by School	Total by School	% All Schools	Total All Schools
Q5d. Student to student based on a student's real or perceived gender identity.	Daily	11%	21	12%	359
	Weekly	5%	9	6%	170
	Monthly	5%	9	3%	77
	A few times	24%	46	16%	488
	Rarely	22%	41	20%	593
	Never	33%	62	41%	1,228
	Don't know	1%	1	2%	46
Q5e. Student to student based on a student's real or perceived sexual identity.	Daily	13%	24	13%	396
	Weekly	7%	13	6%	174
	Monthly	5%	9	4%	105
	A few times	17%	33	15%	447
	Rarely	23%	43	20%	584
	Never	35%	66	41%	1,204
	Don't know	1%	1	2%	51
Q5f. Student to student based on a student's real or perceived economic status.	Daily	8%	16	11%	322
	Weekly	5%	10	5%	143
	Monthly	3%	5	3%	100
	A few times	14%	26	12%	365
	Rarely	24%	45	20%	597
	Never	45%	85	47%	1,387
	Don't know	1%	2	2%	47
Q5g. Student to student based on another reason.	Daily	13%	24	15%	431
	Weekly	6%	11	6%	176
	Monthly	4%	8	4%	109
	A few times	19%	35	18%	535
	Rarely	24%	45	21%	636
	Never	33%	63	35%	1,028
	Don't know	2%	3	2%	46
Q5h. Teacher or administrator to student based on any of the categories listed above.	Daily	9%	17	11%	329
	Weekly	3%	6	4%	125
	Monthly	2%	3	2%	73
	A few times	8%	16	11%	315
	Rarely	19%	36	18%	529
	Never	58%	109	52%	1,541
	Don't know	1%	2	2%	49

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90% RESPONSE RATE

Cyberbullying



Cyberbullying		% by School	Total by School	% All Schools	Total All Schools
Q6a. Student to student based on a student's real or perceived race or ethnicity.	Daily	12%	23	12%	367
	Weekly	5%	10	6%	172
	Monthly	3%	6	3%	85
	A few times	14%	26	15%	436
	Rarely	22%	41	18%	546
	Never	44%	83	46%	1,355
Q6b. Student to student based on a student's real or perceived religion.	Daily	7%	14	10%	288
	Weekly	7%	13	6%	164
	Monthly	3%	6	3%	97
	A few times	14%	26	12%	342
	Rarely	21%	40	18%	542
	Never	48%	90	52%	1,528
Q6c. Student to student based on a student's real or perceived disability.	Daily	8%	16	10%	293
	Weekly	4%	8	4%	132
	Monthly	4%	7	3%	102
	A few times	14%	27	13%	396
	Rarely	22%	41	18%	547
	Never	48%	90	50%	1,491

Cyberbullying		% by School	Total by School	% All Schools	Total All Schools
Q6d. Student to student based on a student's real or perceived gender identity.	Daily	11%	21	11%	316
	Weekly	3%	6	5%	142
	Monthly	4%	8	4%	116
	A few times	16%	30	15%	444
	Rarely	22%	41	18%	544
	Never	44%	83	47%	1,399
Q6e. Student to student based on a student's real or perceived sexual identity.	Daily	11%	21	11%	321
	Weekly	3%	6	5%	157
	Monthly	6%	11	5%	134
	A few times	13%	25	14%	429
	Rarely	21%	40	18%	535
	Never	46%	86	47%	1,385
Q6f. Student to student based on a student's real or perceived economic status.	Daily	6%	11	10%	291
	Weekly	5%	9	5%	153
	Monthly	3%	6	4%	114
	A few times	18%	34	12%	369
	Rarely	21%	40	19%	556
	Never	47%	89	50%	1,478
Q6g. Student to student based on another reason.	Daily	10%	18	12%	363
	Weekly	7%	14	6%	177
	Monthly	6%	11	5%	138
	A few times	17%	33	16%	478
	Rarely	21%	40	19%	560
	Never	39%	73	42%	1,245
Q6h. Teacher or administrator to student based on any of the categories listed above.	Daily	8%	15	10%	285
	Weekly	3%	6	5%	146
	Monthly	2%	4	3%	98
	A few times	9%	17	10%	297
	Rarely	17%	33	15%	454
	Never	60%	114	57%	1,681

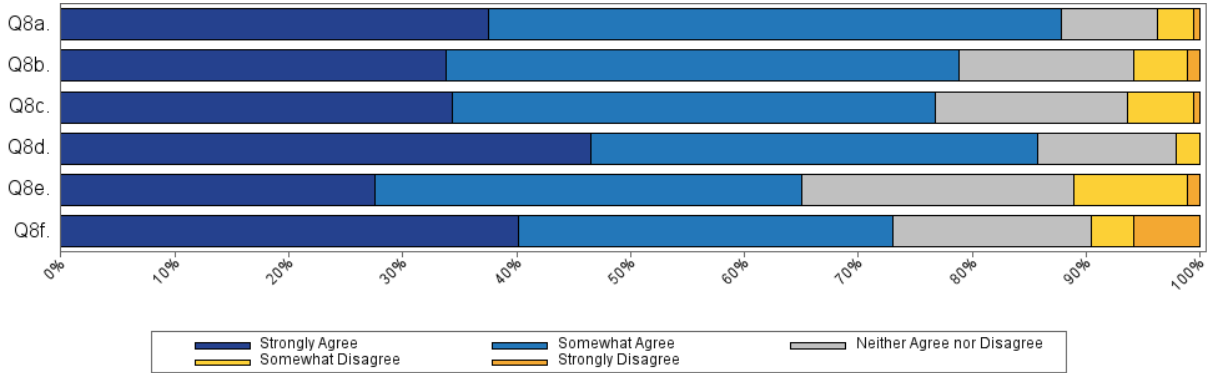
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**Q7. If you did experience or observe cyberbullying,
please list examples of the types of cyberbullying you saw:**

Question Answer
Sending mean messages or posting something mean about someone on social media
i saw people making fun of a person because they sent out nudes and then got bullied after for it.
I have gotten hate from other students. Many of my friends have gotten messages on sexual harassment.
Um people theating to fight them
Due to a student having a [political] patch on his bag.
intimidating,gossipingl. spreading rumors.
Posts made disrespecting and exposing students
cyber stalking, cyber bullying, harassment
I've seen people dox others, harass them, hack another persons social media and post private things, etc
I have seen bullies before but the teachers fixed it
Students sometimes do a little trolling
harrasment, cyberstalking, dissing, trolling, flaming, made up pictures,
No. I never experienced cybering but I've experienced bullying
flaming
name calling disrespectful
Post , calls, texts
Gossiping, spreading rumors about the person or people.
harassment,cyberstalking,trolling,flaming,creating made-up profiles, and dissing
Posting people sleeping.
trolling
Posting Fights
unfortunetly I have witnessed seen very few people discriminate against others because of their sexual identity and preference
Flaming ,dissing ,harassment,trolling,racism
dissing
Harassment,racism,trolling.
Exposing
Don't worry about it
Yes,someone made a fake account of my friend.
Trickery
Taking pictures of people .

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Teacher Involvement

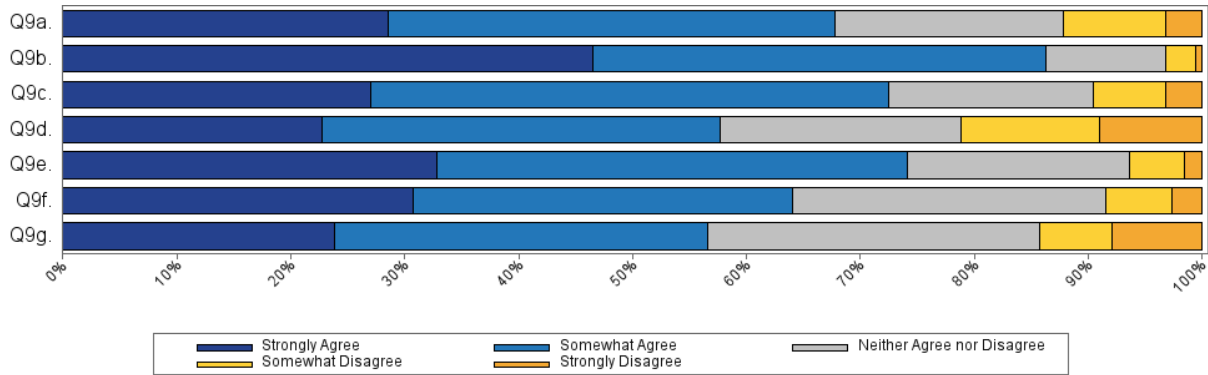


Teacher Involvement		% by School	Total by School	% All Schools	Total All Schools
Q8a. Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	38%	71	44%	1,292
	Somewhat Agree	50%	95	39%	1,154
	Neither Agree nor Disagree	8%	16	13%	387
	Somewhat Disagree	3%	6	3%	90
	Strongly Disagree	1%	1	1%	38
Q8b. Most or all of my teachers care about me.	Strongly Agree	34%	64	37%	1,085
	Somewhat Agree	45%	85	35%	1,035
	Neither Agree nor Disagree	15%	29	22%	639
	Somewhat Disagree	5%	9	4%	132
	Strongly Disagree	1%	2	2%	70

Teacher Involvement		% by School	Total by School	% All Schools	Total All Schools
Q8c. Most or all of my teachers give me individual attention when I ask and even when I don't ask but need it.	Strongly Agree	34%	65	35%	1,039
	Somewhat Agree	42%	80	37%	1,083
	Neither Agree nor Disagree	17%	32	21%	610
	Somewhat Disagree	6%	11	6%	171
	Strongly Disagree	1%	1	2%	58
Q8d. Most or all of my teachers expect me to do my best all the time.	Strongly Agree	47%	88	50%	1,469
	Somewhat Agree	39%	74	32%	948
	Neither Agree nor Disagree	12%	23	14%	423
	Somewhat Disagree	2%	4	3%	86
	Strongly Disagree	0%	0	1%	35
Q8e. Most or all of my teachers often connect what I am learning to life outside the classroom.	Strongly Agree	28%	52	32%	958
	Somewhat Agree	38%	71	34%	1,017
	Neither Agree nor Disagree	24%	45	22%	650
	Somewhat Disagree	10%	19	7%	215
	Strongly Disagree	1%	2	4%	121
Q8f. I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.	Strongly Agree	40%	76	44%	1,317
	Somewhat Agree	33%	62	24%	723
	Neither Agree nor Disagree	17%	33	18%	547
	Somewhat Disagree	4%	7	5%	145
	Strongly Disagree	6%	11	8%	229

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90% RESPONSE RATE

Behavior Management

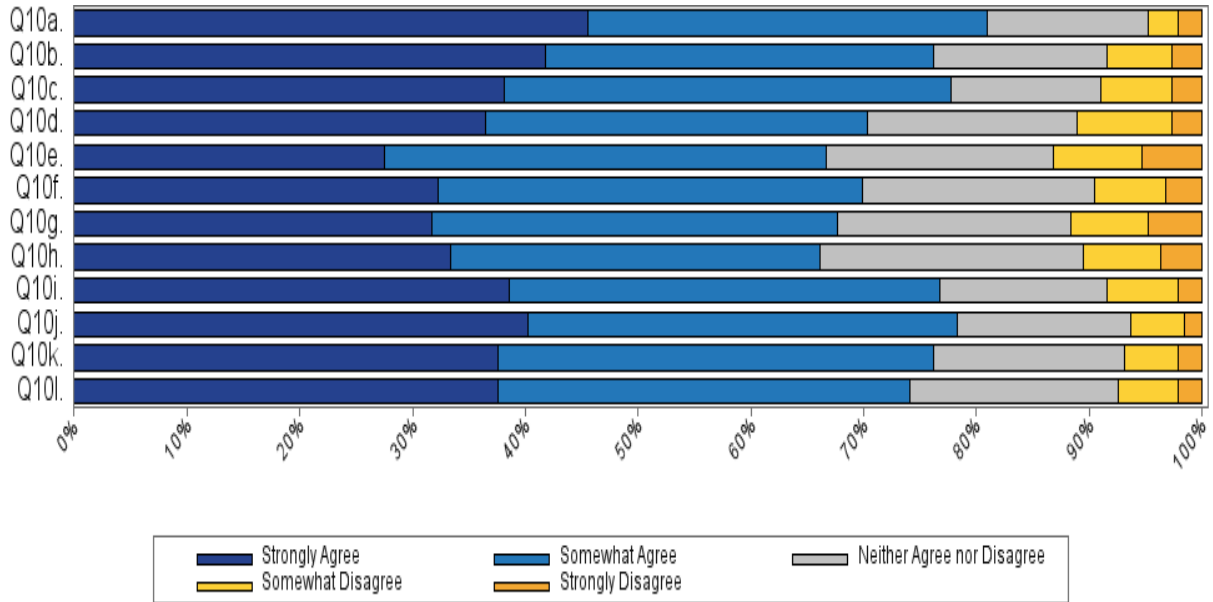


Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q9a. I am treated respectfully by most or all of my fellow students.	Strongly Agree	29%	54	35%	1048
	Somewhat Agree	39%	74	37%	1098
	Neither Agree nor Disagree	20%	38	19%	549
	Somewhat Disagree	9%	17	6%	172
	Strongly Disagree	3%	6	3%	94
Q9b. I am treated respectfully by most or all of my teachers and other adults in my school.	Strongly Agree	47%	88	47%	1397
	Somewhat Agree	40%	75	32%	953
	Neither Agree nor Disagree	11%	20	15%	439
	Somewhat Disagree	3%	5	4%	120
	Strongly Disagree	1%	1	2%	52

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q9c. Most or all of the adults working at this school reward students for positive behavior.	Strongly Agree	27%	51	35%	1024
	Somewhat Agree	46%	86	33%	966
	Neither Agree nor Disagree	18%	34	23%	684
	Somewhat Disagree	6%	12	6%	173
	Strongly Disagree	3%	6	4%	114
Q9d. I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	23%	43	29%	872
	Somewhat Agree	35%	66	29%	860
	Neither Agree nor Disagree	21%	40	23%	689
	Somewhat Disagree	12%	23	10%	290
	Strongly Disagree	9%	17	8%	250
Q9e. Most or all of the adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree	33%	62	33%	986
	Somewhat Agree	41%	78	34%	992
	Neither Agree nor Disagree	20%	37	24%	701
	Somewhat Disagree	5%	9	6%	173
	Strongly Disagree	2%	3	4%	109
Q9f. I feel that the school culture supports me.	Strongly Agree	31%	58	34%	1017
	Somewhat Agree	33%	63	31%	907
	Neither Agree nor Disagree	28%	52	26%	766
	Somewhat Disagree	6%	11	5%	151
	Strongly Disagree	3%	5	4%	120

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189 RESPONSES
90% RESPONSE RATE

My school teaches me...



My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10a. ...to be respectful of all people, regardless of their background or appearance.	Strongly Agree	46%	86	50%	1,479
	Somewhat Agree	35%	67	28%	839
	Neither Agree nor Disagree	14%	27	17%	498
	Somewhat Disagree	3%	5	3%	76
	Strongly Disagree	2%	4	2%	69
Q10b. ...what bullying behavior looks like.	Strongly Agree	42%	79	39%	1,140
	Somewhat Agree	34%	65	30%	875
	Neither Agree nor Disagree	15%	29	24%	698
	Somewhat Disagree	6%	11	5%	135
	Strongly Disagree	3%	5	4%	113

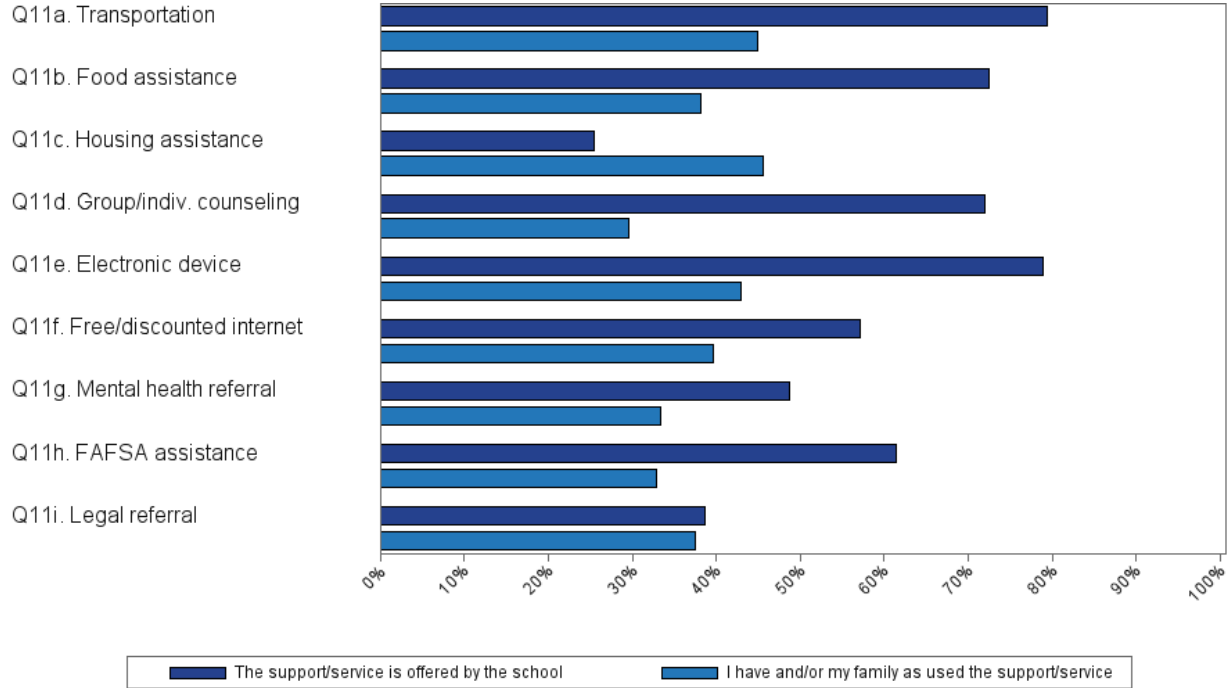
My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10c. ...what to do if I am bullied or see someone else being bullied.	Strongly Agree	38%	72	39%	1,142
	Somewhat Agree	40%	75	29%	847
	Neither Agree nor Disagree	13%	25	24%	701
	Somewhat Disagree	6%	12	5%	156
	Strongly Disagree	3%	5	4%	115
Q10d. ...skills for coping with stressful events and situations.	Strongly Agree	37%	69	37%	1,096
	Somewhat Agree	34%	64	30%	878
	Neither Agree nor Disagree	19%	35	23%	672
	Somewhat Disagree	8%	16	6%	185
	Strongly Disagree	3%	5	4%	130
Q10e. ...how to organize my time.	Strongly Agree	28%	52	37%	1,105
	Somewhat Agree	39%	74	31%	918
	Neither Agree nor Disagree	20%	38	22%	653
	Somewhat Disagree	8%	15	6%	180
	Strongly Disagree	5%	10	4%	105
Q10f. ...how to make decisions that are good for my health.	Strongly Agree	32%	61	39%	1,159
	Somewhat Agree	38%	71	31%	913
	Neither Agree nor Disagree	21%	39	22%	646
	Somewhat Disagree	6%	12	5%	148
	Strongly Disagree	3%	6	3%	95
Q10g. ...how to recognize the emotions I am feeling.	Strongly Agree	32%	60	34%	1,015
	Somewhat Agree	36%	68	29%	858

My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10g. ...how to recognize the emotions I am feeling.	Neither Agree nor Disagree	21%	39	26%	765
	Somewhat Disagree	7%	13	7%	202
	Strongly Disagree	5%	9	4%	121
Q10h. ...ways to keep calm when I am upset.	Strongly Agree	33%	63	34%	1,019
	Somewhat Agree	33%	62	29%	864
	Neither Agree nor Disagree	23%	44	25%	755
	Somewhat Disagree	7%	13	6%	183
	Strongly Disagree	4%	7	5%	140
Q10i. ...about other cultures	Strongly Agree	39%	73	41%	1,206
	Somewhat Agree	38%	72	32%	946
	Neither Agree nor Disagree	15%	28	20%	600
	Somewhat Disagree	6%	12	4%	124
	Strongly Disagree	2%	4	3%	85
Q10j. ...about the value of education for my future success and well-being.	Strongly Agree	40%	76	45%	1,334
	Somewhat Agree	38%	72	31%	925
	Neither Agree nor Disagree	15%	29	19%	561
	Somewhat Disagree	5%	9	3%	81
	Strongly Disagree	2%	3	2%	60
Q10k. ...where to go to if I am struggling with my school work.	Strongly Agree	38%	71	42%	1,238
	Somewhat Agree	39%	73	32%	933
	Neither Agree nor Disagree	17%	32	21%	610
	Somewhat Disagree	5%	9	4%	107

My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10k. ...where to go to if I am struggling with my school work.	Strongly Disagree	2%	4	2%	73
Q10l. ...where to go to if I am struggling with my emotions or something that happened to me.	Strongly Agree	38%	71	38%	1,116
	Somewhat Agree	37%	69	29%	862
	Neither Agree nor Disagree	19%	35	23%	690
	Somewhat Disagree	5%	10	6%	168
	Strongly Disagree	2%	4	4%	125

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Support Services



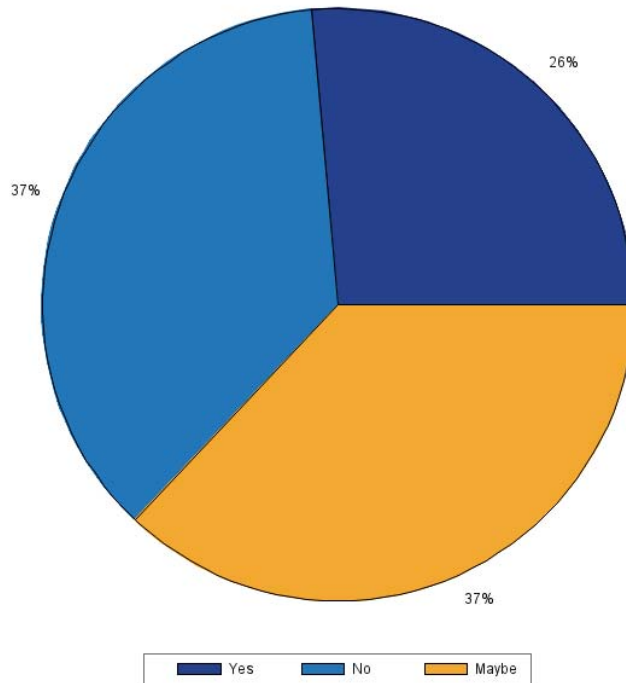
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11a. Transportation	The support/service is offered by the school	79%	150	68%	2,024
	I have and/or my family as used the support/service	45%	85	37%	1,107

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11b. Food assistance	The support/service is offered by the school	72%	137	66%	1,961
	I have and/or my family as used the support/service	38%	72	36%	1,055
Q11c. Housing assistance	The support/service is offered by the school	25%	48	31%	921
	I have and/or my family as used the support/service	46%	86	46%	1,357
Q11d. Group/individ. counseling	The support/service is offered by the school	72%	136	67%	1,976
	I have and/or my family as used the support/service	30%	56	28%	823
Q11e. Electronic device	The support/service is offered by the school	79%	149	75%	2,221
	I have and/or my family as used the support/service	43%	81	36%	1,059
Q11f. Free/discounted internet	The support/service is offered by the school	57%	108	58%	1,725
	I have and/or my family as used the support/service	40%	75	38%	1,127
Q11g. Mental health referral	The support/service is offered by the school	49%	92	54%	1,599

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11g. Mental health referral	I have and/or my family as used the support/service	33%	63	32%	962
Q11h. FAFSA assistance	The support/service is offered by the school	61%	116	65%	1,927
	I have and/or my family as used the support/service	33%	62	27%	812
Q11i. Legal referral	The support/service is offered by the school	39%	73	47%	1,395
	I have and/or my family as used the support/service	38%	71	33%	964

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Q12. Would you choose to be attending a different school if you could?



School Choice		% by School	Total by School	% All Schools	Total All Schools
Q12. Would you choose to be attending a different school if you could?	Yes	26%	50	26%	781
	No	37%	69	39%	1,151
	Maybe	37%	70	35%	1,029

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**Q13a. Explain why you chose "Yes" as your answer to
"Would you choose to be attending a different school if you could?"**

Question Answer
The school doesn't have Chinese class.
I feel that everyone dislikes me. Or just doesn't see the good in me. I just want to restart.
More programs
More programs
This school dosent fit me there aren't good physical activities available there's no gym the teachers aren't the greatest the environment isn't the best and the location of the school and the cleanliness
The reason why I Chose "yes" to enroll in a different school because I feel like Lavelle doesn't offer much to the student that attend there. meaning "school clubs, sports, fun or more interesting trips.
Because people in this school are ghetto and some gang related and always racial harrass people and are stupied and this school needs some major help it isnt not clean at all its dirty and so is all the kids.
I've been going to this school for a few years now and it's boring seeing the same people and having the same routine every day.
I personally want to go to a specific school because of a specific program they have but that doesn't mean that Lavelle doesn't have helpful and good programs, Lavelle prep offers a multitude of programs and some pathways
I want to move to a different school because I don't feel safe also because I wanna be in a different environment with new people and with better sports and support system
This school doesn't have the ability like most other schools have, we don't even have a damn gym and they want us to say fit. They separated the "smart"? students form the "stupid"? by putting them in a better school building. This school is discussing, the bathrooms looks like a subway, the classrooms are dirty with random sh*t on the walls. The desk have gum and spills all over them. The hallways stink of dead animals. I see bugs 24/7 and most of all the student are just animals, they won't even shut up if it was a life or death situation, like come on, have some consideration for people who actually want to learn.
because they don't have a gym
because this school is dirty
I want to try a different school out
This school is okay I just wish there were more sports opportunities and cleaner bathroom, rooms, and hallways.
Would like to go to a bigger/ public school.
I feel that the school lacks programs that will benefits me in the future.
this school sucks
I would want to attend a different school because I feel like this school doesn't really have my interest such as sports and the students in this school.
because i don't like this school.
Sometimes this school can have it's ups and downs. Mostly this school has downs.
so i can have other experiences
Other schools have much more to offer me I will be more likely to achieve my school goals and career goals if I attended a different school the main reason I would leave is because I can achieve so much more in these other schools

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**Q13a. Explain why you chose "Yes" as your answer to
 "Would you choose to be attending a different school if you could?"**

Question Answer
This school is bad.
My school is good
Because I feel it's right
I believe this school is a good school but I would like if we had more PE activities or if we even had a gym.
i like going here
so i could experience new things
Better opportunities
Other schools have more options for extracurriculars and sports.
I just would
I would because I feel like I would have more opportunities and be closer to home
The school is too small
no sports teams or a gym
im not in new york anymore

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**Q13b. Explain why you chose "No" as your answer to
 "Would you choose to be attending a different school if you could?"**

Question Answer
Good curriculum and teachers
I wouldn't leave this school because there wouldn't be any reason to change with all that I accomplished here and how long I've been here.
cause i don't wanna switch schools
because im good where i am
I like this that I am in. It promises me a good school for college.
I picked no because my school has helped me achieve academic success that I never thought I would be able to. It has also helped me become a better person socially.
My friends attend this school
i would personally not go to another school because i really get along with he teachers in this school and they actually care if you fail or not they are a very big help school wise
I like the way the school works and how it's not too pressuring while also having a good support system.
I have made lots of friends here and have good relationships with my teachers
Cause this school has made a impact on me
I prefer smaller schools
I like the school The teachers are very nice as well as the students made some good memories with my peers and my teacher
I've been in this school for too long to switch
I chose no because, although I think could make this school better, I wouldn't want it any other way.
Because I like my school that I'm in
I chose, no, because it is a good school that helps a lot and teaches a lot.
Been here for too long
Lavelle Prep is a good school and my siblings also went/go here.
public schools might be worse i don't want to deal with bullies their annoying.
i don't know where else to go
because the school is nice
Going to another school would be pointless
it gives extra help.
cause this school can be crazy some times
I feel like other schools would be worse.
Because I love my school over the years.
I do not know
I like it here because of its size and friendly cultuer
I like this one just fine.
Honestly, it's just that I've been there for so long that I've grown used to it. It's not too bad, not too good, just right in the middle where you can get accustomed to it.

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**Q13b. Explain why you chose "No" as your answer to
 "Would you choose to be attending a different school if you could?"**

Question Answer
My school is unique because of the teachers and students. We all respect each other and want to see each other grow. A lot of other schools don't have the same community and teacher just do their job without caring for the students. In lavelle, teachers care for their students and want to see them reach for success
No, I've been in this school since 5th grade
I chose my answer because lavelle is a good school, and it's a college prep school
I say no because this is a good school and most of my teachers are nice and respectful, but the students are really rude. Some teachers are rude towards the students and when something happens, they want to act a certain way towards the student and that affects my education and how I am going to learn. Another thing is the school work. They give so much school work on the same day that it's really overwhelming and then they blame me for not doing the work. Another thing is the zoom/google meet sessions. Mostly teachers don't even start the meeting and it's really frustrating. Like, I click on the link and I want, but then they want to mark me absent because I'm supposedly "not in the zoom" when I am waiting for them to start the meeting. Another thing is the days that I am absent. The teachers always mark me unexcused absence when I mostly email them and tell them I have a doctors appointment or I have somewhere to go with my family, but they mark other students excused absence. I don't think it's fair since I am fully remote and the other students are in-person. Another thing is I don't get a lot of oppurtunities while being remote. The school NEVER includes remote students. Like in-person students gets to go on trips like six flags, Dave and busters, the movies, etc. Again, I don't think it's fair to remote students. That's all for now.
Lavelle is better then most schools
Cause I know everyone here.
I would like to stay in this school until I leave .
This school does everything for me and I truly appreciate how much they really care for me. Knowing they can not care. I choose Lavelle prep over anything. This school had a great imiact/ effect on me.
I like it just fine
Because I'm comfortable here and plus it's school, it doesn't matter where we go, either way your learning, it's unnecessary to want to go to a different school for no reason.
Started here so I might as well finish here and I have no reason to leave.
i feel safe
i feel safe

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**Q13c. Explain why you chose "Maybe" as your answer to
"Would you choose to be attending a different school if you could?"**

Question Answer
Because i would want to go to a school with other opportunities, however since I only have two years left I'll probably stay
Because it not a bad school but my mom made go here
There are other schools that maybe good than the school I attend to but this school is good.
Because i dont know if my mom is putting me to another school even though i want to go to another school
I chose maybe because this school has some pros and cons but sometimes more finds but I feel like I've formed a bond here with a lot of students so I feel like it would be hard leaving them.
because i am unsure
i would change my school but at the same time i wouldn't because i made a lot of friends here
The students are terrible and have no self control.
I put maybe because i like my school but it just needs program
just do be in a different crowd
There are still some classes that I need that this school doesn't have for my career.
Because I just to wanna experience and meet new people.
This school is alright.
i chose my answer because this school is good but has some problems that should really be solved.
There are always better schools out in the world that I can go to that would teach me better.
Maybe,because my sister's use to go to this school and I can choose to leave if i want but i choose not to.
I have chosen it because if I get accepted to another school that can beat the gradation rates I go to that school.
My mom said this school has a good education.
my mom wants me here
I chose that answer because i really dont like the school I only go because I need extra help in class.
i would have pefered going to a different school than this one.
I chose maybe because I think it would be good for me to have a school experience else where.
Yea and no cause it's good but has it down falls.
This school is great but my friends are bad and not really my friends, I have been to three schools for my education. I left one after [a specific] grade because I got accepted into another school and it was amazing but bullying made my parents change me when I was able to handle it. The friends there were the best and I was living the life and this school I took school a lot more seriously and my friends were a few but now none because the few left and I'm left with the ones that have no morals.
I chose this because sometimes I think about switching my school
Bc it's a school
Because this school is unfair and annoying
Cuz there's no gym
Don't have anything to say-
i dont think id ever switch schools
the school needs to improve many things like a gym or better food

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**Q13c. Explain why you chose "Maybe" as your answer to
"Would you choose to be attending a different school if you could?"**

Question Answer
it comes down what this high school has to offer or if i could get to other schools for my classes.
sometimes this school feels like I dont get looked at for support
It depends because i don't like how the school looks like a 5 year wanted to make a school, put desks and chairs in, completely forgot a gym exists and called it a day but its fun here sometimes.
It's a nice school but there are some things I would change.
sometimes the school can be annoying, and be somewhat stressfull
Because educational wise school is great but socializing can be hard cause its the same old people from new years ago.
Reactions are good or bad. Judgemental people as whell
Idk I just put whatever
do not like the people in this school, more experience.
Mixed emotions
i had a lot of options but this turned out to do the best because of its location
The school is great when it comes to ap classes and preparation for college
I choose what I felt was true due to my experience
I said that I might be able to change my school if I wanted to but I stay back because of all the friends I have made and it would suck to start over
yes Dont worry
because i like the feeling of going to a new school. It is exciting and stressful. I get bored easily and i have been in this school since the 6th grade so going to a new school and seeing new people would be fun.
Lavelle doesn't offer variety programs to benefit my career path, which is psychology . Something simple and everyone should as a elective
Personal things

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**Q14. If there is anything else you would like us to know
about your experience in this school, please let us know here.**

Question Answer
No there's nothing else I would like to say
I'm been online for most of the school year ad only for the midterms and another type of midterm that I was in person and that was a total of 7 days.
this school is cool and Ms. Jessica Hart is the best teacher as well as Mrs. Dechbery
you see the same people in school almost every year it is boring.
we just need a gym
met a lot of cool/nice people, good and bad memories
Ms.Rao and Ms.Pensabene are the best teachers.
This school is alright. not the best.
i love Ms.rao Ms.Penbene are the best teachers every so give them a raise
They are very unorganized and they things last minute
My school is good
it's good
I think that this school needs more elective options.
So far I have had a great experience at Lavelle Prep from 5 grade until now. It is a great school.
It was ok
The school is bad i dont like it i never liked it all the teachers are rude and the food sucks.
Very cool teacher such as Mrs.Rao,MrsPensabene,Mr Cruz,Ms Ahmed and more<3
This school has teachers that help students that need help with work or other problems out of school.
They need to be better organized
Compared to other schools this school is pretty calm
build gym one day and make lunch good
This school helped get my grades up when I came here because in the school I was originally going to didnt help me try to fix my grade when I was failing so this school helped get to the great grades I get currently
the apple sauce keeps changing texture.
i would like to know about the activities
Use your knowledge to better the society and want peace <3