



# I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/20/2015

Last updated: 07/22/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

## Page 1

### 1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

JOHN W LAVELLE PREPARATORY CS (NYC CHANCELLOR) 353100860959

### 2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

NYCDOE-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 31

### 4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1 Teleport Drive, 3rd Floor Staten Island NY 10311	347-855-2238	718-709-7680	

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Dana Volini
Title	Director of Operations
Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

[www.lavelleprep.org](http://www.lavelleprep.org)

### 6. DATE OF INITIAL CHARTER

2009-04-01 00:00:00

**7. DATE FIRST OPENED FOR INSTRUCTION**

2009-09-01 00:00:00

**8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.**

442

**9. GRADES SERVED IN SCHOOL YEAR 2014-15**

Check all that apply

Grades Served	6, 7, 8, 9, 10, 11
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**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

	Yes/No	Name of CMO/EMO
	No	

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**11. FACILITIES**

Will the School maintain or operate multiple sites?

No, just one site.
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**12. SCHOOL SITES**

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1 Teleport Drive, 3rd Floor, Staten Island NY 10311	3478552238	CSD 31	6-11	No	Rent/Lease
Site 2						
Site 3						

**12a. Please provide the contact information for Site 1 (same as the primary site).**

Name	Work Phone	Alternate Phone	Email Address
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School Leader	Christopher Zilinski			
Operational Leader	Dana Volini			
Compliance Contact	Dana Volini			
Complaint Contact	Dana Volini			

**13. Are the School sites co-located?**

No

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**14. Were there any revisions to the school’s charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).**

Yes

**14a. Summary of Charter Revisions**

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in design or educational program	There are several options available to Lavelle Prep to meet the needs of students who do not achieve year-end performance expectations. The choice among these options will be made by the Principal in consultation with the student, the student’s guardians, and faculty.	12/18/2014	
2	Change in design or educational program	Lavelle Prep has initiated discussions with several community-based career education organizations and will enter into collaborative relationships with other educational institutions, such as the St. Paul’s School of Nursing, in order to enrich educational opportunities for the students	7/17/2014	
3	Change in schedule/calendar	The extended Lavelle Prep school day, which extends from 7:55 AM – 3:40 PM on Mondays through Thursdays and 7:55AM – 2:43PM on Fridays), allows for an extra period of instruction each day for all students	7/17/2014	

4	Other	This assessment, which is administered only once per student is the New York State Identification Test for English Language Learners (NYSITELL). Future assessments of the student's English language proficiency are conducted in the spring using the New York State English as a Second Language Achievement Test (NYSESLAT).	10/23/2014	
5				

**15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.**

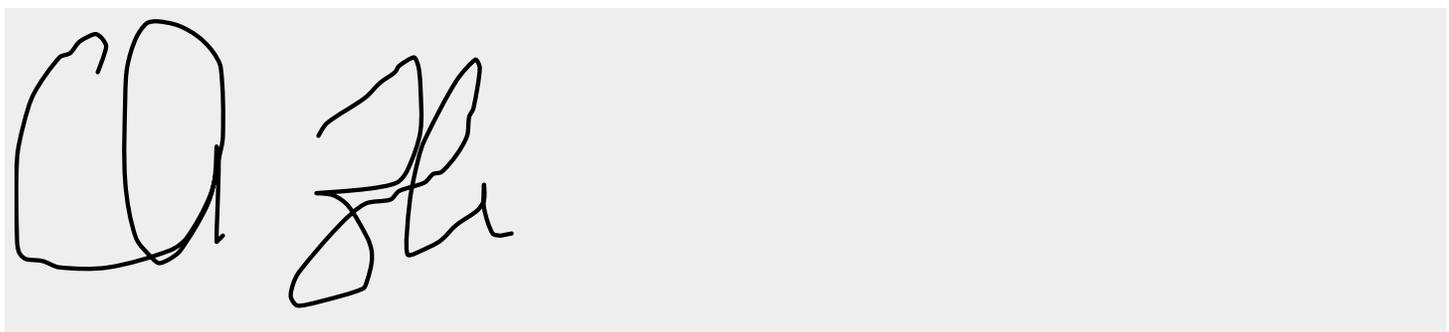
Dana Volini, Director of Operations and Christopher Zilinski, Principal

**16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).**

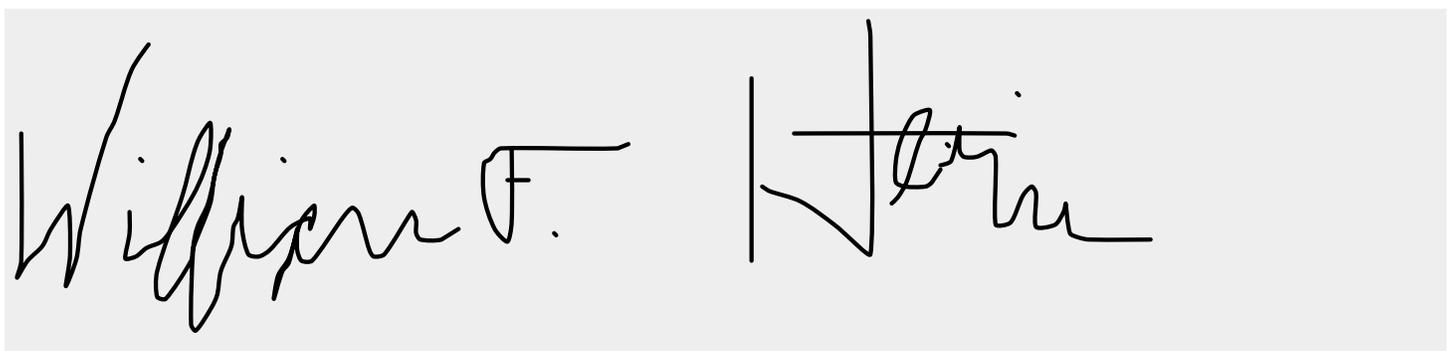
Responses Selected:

Yes

**Signature, Head of Charter School**



**Signature, President of the Board of Trustees**



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**Thank you.**



# Appendix A: Link to the New York State School Report Card

Last updated: 07/20/2015

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Page 1

**Charter School Name:**

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## 1. NEW YORK STATE REPORT CARD

**Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).**

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000064491>



# Appendix A: Progress Toward Goals

Created: 07/22/2015

Last updated: 11/02/2015

Page 1

**Charter School Name:**

## 1. NEW YORK STATE REPORT CARD

**Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).**

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000064491>

## 2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. Appendix A must be fully completed no later than November 1, 2015.

### 2a. ACADEMIC STUDENT PERFORMANCE GOALS

#### 2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
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Academic Goal 1	Seventy-five percent of 6-8th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination	New York State ELA examination	Not met	<p>The initiatives that were introduced in the 2014-2015 school year are still being implemented for the 2015-2016 school year, and in some cases being adjusted based on feedback from their initial implementation. Our Advancement class initiative, (skill specific classes that are aimed to the level of each student based on a series of data points), were fine tuned to better service our students, as well as the assessment system redesigned to be able to provide more accurate feedback on student achievement. Our Saturday program will continue to provide additional instruction to students, as well as the interventions implemented last year, NewsELA, Teenbiz3000, iReady etc. Additionally, the curriculum received, what can be considered, a major overhaul. Staff focused on reading stamina and redesigned the curriculum in a way to incorporate shorter form readings, accompanied by discussions that aimed to deepen understanding of the content. The goal is that this will create a more immersive environment in which students can thrive.</p>
Academic Goal 2	Seventy-five percent of 6-8th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State mathematics examination or a 65% or higher on the New York State Algebra Regents.	New York State mathematics examination	Not met	<p>The curriculum shifts initiated in 2014-2015, were further developed in 2015-2016. In partnership with the College of Staten Island, and Metamorphosis, we have continued to create a mathematical experience where students can explore the content and make connections to real life math. The Advancement classes will continue to target all students and address their individual skill needs. Saturday school will continue to be provided, as well as previous interventions, iReady, and new interventions, IXL. Staff has begun the work to create a schoolwide math culture.</p>

Academic Goal 3	75 percent of 8th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State Science examination or a 65% or higher on the New York State Science Regents.	New York State Science examination and New York State Science Regents	Not Met	For the 2015-2016 school year, Lavelle Prep hired an outside Science consultant to aid our teachers in improving their curriculum. Our Saturday school intervention remains in place.
Academic Goal 4	Seventy-five percent of high school students who have been enrolled at the school for at least two consecutive years will pass the New York State Regents exams in Mathematics .	New York State Regents	Not Met	For 2015-2016, Lavelle Prep has partnered with the College of Staten Island, and Metamorphosis to continue developing an immersive Mathematics catalogue in High School. Beyond continuously improving the curriculum Lavelle has altered some of our course offerings with the goal to provide extra instructional time for students to be able to achieve proficiency on a timeline that is more in line with their ability. Also, beyond the school day, a voluntary Saturday school program, will be continue implemented twice a year (January and June) and will be open to all students.
Academic Goal 5	Seventy-five percent of high school students who have been enrolled at the school for at least two consecutive years will pass the New York State Regents exams in Social Studies	New York State Regents	Not Met	In 2015-2016, we altered the curriculum to create a series of topical classes in order to create a more engaging and immersive environment for students. Beyond the school day, a voluntary Saturday school program will be implemented twice a year (January and June) and will be open to all students to review materials needed to successfully pass the exams. In addition, students will be given the opportunity to attend Summer school to prepare them for the retake of the Regent exam. More accurate and transparent data records will be kept this year between teachers and students using "I Can" statements. These statements align to the Social Studies CCSS.

Academic Goal 6	Seventy-five percent of high school students who have been enrolled at the school for at least two consecutive years will pass the New York State Regents exams in Science	New York State Regents	Not Met	For the 2015-2016 school year, Lavelle Prep hired an outside Science consultant to aid our teachers in improving their curriculum. Our Saturday school intervention remains in place.
Academic Goal 7	Each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam (baseline) and 75 percent at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, the school is expected to demonstrate growth (above 75 percent) in the current.	New York State ELA Exam	Not Met	The initiatives that were introduced in the 2014-2015 school year are still being implemented for the 2015-2016 school year, and in some cases being adjusted based on feedback from their initial implementation. Our Advancement class initiative, (skill specific classes that are aimed to the level of each student based on a series of data points), were fine tuned to better service our students, as well as the assessment system redesigned to be able to provide more accurate feedback on student achievement. Our Saturday program will continue to provide additional instruction to students, as well as the interventions implemented last year, NewsELA, Teenbiz3000, iReady etc. Additionally, the curriculum received, what can be considered, a major overhaul. Staff focused on reading stamina and redesigned the curriculum in a way to incorporate shorter form readings, accompanied by discussions that aimed to deepen understanding of the content. The goal is that this will create a more immersive environment in which students can thrive.

Academic Goal 8	Each grade-level cohort of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam (baseline) and 75 percent at or above Level 3 on the current year's State Math exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year.	New York State Mathematics Exam	Not Met	The curriculum shifts initiated in 2014-2015, were further developed in 2015-2016. In partnership with the College of Staten Island, and Metamorphosis, we have continued to create a mathematical experience where students can explore the content and make connections to real life math. The Advancement classes will continue to target all students and address their individual skill needs. Saturday school will continue to be provided, as well as previous interventions, iReady, and new interventions, IXL. Staff has begun the work to create a schoolwide math culture.
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**2a1. Do have more academic goals to add?**

Yes

**2014-15 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Measure Used to Evaluate Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	Seventy-five percent of high school students will accumulate 10 or more credits each year towards graduation. The school will report this each September by submitting a report of student credit accumulation from the previous school year.	ATS and Oncourse (SIS) and School Quality Guide	Met	Met

Academic Goal 10	<p>Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE. (Relevant to grades 6-8.)</p>	School Quality Guide	Unknown	<p>The initiatives that were introduced in the 2014-2015 school year are still being implemented for the 2015-2016 school year, and in some cases being adjusted based on feedback from their initial implementation. Our Advancement class initiative, (skill specific classes that are aimed to the level of each student based on a series of data points), were fine tuned to better service our students, as well as the assessment system redesigned to be able to provide more accurate feedback on student achievement. Our Saturday program will continue to provide additional instruction to students, as well as the interventions implemented last year, NewsELA, Teenbiz3000, iReady etc. Additionally, the curriculum received, what can be considered, a major overhaul. Staff focused on reading stamina and redesigned the curriculum in a way to incorporate shorter form readings, accompanied by discussions that aimed to deepen understanding of the content. The goal is that this will create a more immersive environment in which students can thrive.</p>
Academic Goal 11	<p>Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE. (Relevant to grades 6-8.)</p>	School Quality Guide	Unknown	<p>The curriculum shifts initiated in 2014-2015, were further developed in 2015-2016. In partnership with the College of Staten Island, and Metamorphosis, we have continued to create a mathematical experience where students can explore the content and make connections to real life math. The Advancement classes will continue to target all students and address their individual skill needs. Saturday school will continue to be provided, as well as previous interventions, iReady, and new interventions, IXL. Staff has begun the work to create a schoolwide math culture.</p>

Academic Goal 12	The school will receive a 'B' or higher on the Student Progress section of the NYCDOE Progress Report. NYCDOE Progress Report.	NA	NA	There is no longer letter grades for schools, nor a NYCDOE Progress Report.
Academic Goal 13	Each year, Lavelle Prep will have a daily student attendance rate of at least 85 percent. Because of the nature of the disabilities of the Lavelle Prep student population, an expectation of 95% attendance for this population would be inappropriate. We expect that students who have been enrolled at the school for at least two consecutive years will make progressive progress toward the 95% attendance goal, reducing days absent, beginning in Year 3, by 25% from the previous year.*	ATS and Oncourse	Met	Met
Academic Goal 14	Each year, 80 percent of all students enrolled on the last day of the school year will return the following September. Because of the special nature of the Lavelle Prep student population, higher than usual attrition is anticipated. Students may leave Lavelle Prep for more restrictive educational settings or may transfer to less academically-oriented settings. Students may also leave to take advantage of competitive city-wide opportunities or other specialized, disability-oriented programs. Lavelle Prep will collect data on student withdrawals and will report annually to the DOE.	ATS and Oncourse	Met	Met
Academic Goal 15				
Academic Goal 16				

**2a2. Do have more academic goals to add?**

No

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**2b. ORGANIZATIONAL GOALS**

## 2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. Lavelle Prep expects to maintain enrollment within 15% of the contracted amount on an ongoing basis throughout the year. Bi-monthly invoices submitted to the DOE will indicate this stability.	Bimonthly invoices submitted to the DOE	Met	Met
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				

### 2b.1 Do you have more organizational goals to add?

No

## 2c. FINANCIAL GOALS

### 2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Annual Independent Audit	Met	Met
Financial Goal 2	The school will undergo an annual, independent financial audit that will result in an unqualified opinion and no major findings	Annual Independent Audit	Met	Met
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



# Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/20/2015

Last updated: 07/22/2015

## Page 1

**Charter School Name:**

### **B. Financial Information**

**This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):**

#### **1. Total Expenditures Per Child**

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	9000510
Line 2: Year End Per Pupil Count	435
Line 3: Divide Line 1 by Line 2	20691

#### **2. Administrative Expenditures per Child**

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

**To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).**

Line 1: Relevant Personnel Services Cost (Row)	5722020
Line 2: Management and General Cost (Column)	591655
Line 3: Sum of Line 1 and Line 2	6313675
Line 4: Year End Per Pupil Count	435
Line 5: Divide Line 3 by the Year End Per Pupil Count	14514

***Thank you.***



SCHALL Certified Public Accountants, LLC  
& ASHENFARB

IRA L. SCHALL, CPA  
DAVID C. ASHENFARB, CPA  
MICHAEL L. SCHALL, CPA



Audited Financial Statements In Accordance  
With Government Auditing Standards

June 30, 2015

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# JOHN W. LAVELLE PREPARATORY CHARTER SCHOOL

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## Independent Auditors' Report

To the Board of Trustees of  
John W. Lavelle Preparatory Charter School

### Report on the Financial Statements

We have audited the accompanying financial statements of John W. Lavelle Preparatory Charter School (the "School"), which comprise the statement of financial position as of **June 30, 2015**, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

## Opinion

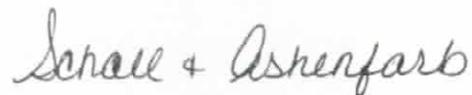
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of John W. Lavelle Preparatory Charter School as of **June 30, 2015**, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## Report on Summarized Comparative Information

We have previously audited the **School's 2014** financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated **October 9, 2014**. In our opinion, the summarized comparative information presented herein as of and for the year ended **June 30, 2014** is consistent, in all material respects, with the audited financial statements from which it has been derived.

## Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2015 on our consideration of **the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters**. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



Schall & Ashenfarb  
Certified Public Accountants, LLC

October 29, 2015

**JOHN W. LAVELLE PREPARATORY CHARTER SCHOOL**  
**STATEMENT OF FINANCIAL POSITION**  
**AT JUNE 30, 2015**  
(With comparative totals at June 30, 2014)

	<u>6/30/15</u>	<u>6/30/14</u>
<b>Assets</b>		
Cash and cash equivalents	\$1,472,531	\$385,992
Restricted cash (Note 3)	70,193	70,123
Grant receivable - New York City (Note 4)	2,824	0
Government grants and other receivable	225,908	238,735
Prepaid expenses	43,262	13,910
Loan to related organization (Note 5)	84,224	0
Fixed assets, net (Note 6)	2,149,837	1,987,230
Lease acquisition costs (Note 7)	<u>345,089</u>	<u>365,692</u>
 Total assets	 <u><u>\$4,393,868</u></u>	 <u><u>\$3,061,682</u></u>
<b>Liabilities and Net Assets</b>		
<b>Liabilities:</b>		
Accounts payable and accrued expenses	\$986,561	\$759,264
Grant advance - New York City (Note 4)	0	12,893
Other grant advance	19,288	0
Loans payable (Note 9)	904,120	928,334
Deferred rent	1,878,458	1,533,406
Lease acquisition costs payable (Note 7)	<u>0</u>	<u>126,310</u>
 Total liabilities	 <u><u>3,788,427</u></u>	 <u><u>3,360,207</u></u>
<b>Net Assets:</b>		
Unrestricted	568,941	(310,025)
Temporarily restricted (Note 10)	<u>36,500</u>	<u>11,500</u>
 Total net assets	 <u><u>605,441</u></u>	 <u><u>(298,525)</u></u>
 Total liabilities and net assets	 <u><u>\$4,393,868</u></u>	 <u><u>\$3,061,682</u></u>

*The attached notes and auditors' report  
are an integral part of these financial statements.*

**JOHN W. LAVELLE PREPARATORY CHARTER SCHOOL**  
**STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2015**  
(With comparative totals for the year ended June 30, 2014)

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total 6/30/15</u>	<u>Total 6/30/14</u>
<b>Public Support and Revenue:</b>				
Public school district: (Note 4)				
Revenue - resident student enrollment	\$5,987,980		\$5,987,980	\$5,078,320
Revenue - students with special education services	2,799,193		2,799,193	2,385,163
Subtotal public school district revenue	8,787,173	0	8,787,173	7,463,483
Government grants	976,298		976,298	428,018
Contributions	12,912	25,000	37,912	44,699
Benefit income (net of direct benefit to donors) (Note 13)	22,720		22,720	25,802
Rental and other income	14,884		14,884	21,745
Total public support and revenue	<u>9,813,987</u>	<u>25,000</u>	<u>9,838,987</u>	<u>7,983,747</u>
<b>Expenses:</b>				
Program services:				
Regular education	5,571,454		5,571,454	4,351,058
Special education	2,450,304		2,450,304	2,568,633
Total program services	8,021,758	0	8,021,758	6,919,691
Supporting services:				
Management and general	806,236		806,236	734,389
Fundraising	107,027		107,027	151,248
Total expenses	<u>8,935,021</u>	<u>0</u>	<u>8,935,021</u>	<u>7,805,328</u>
Change in net assets	878,966	25,000	903,966	178,419
Net assets - beginning	<u>(310,025)</u>	<u>11,500</u>	<u>(298,525)</u>	<u>(476,944)</u>
Net assets - ending	<u>\$568,941</u>	<u>\$36,500</u>	<u>\$605,441</u>	<u>(\$298,525)</u>

*The attached notes and auditors' report  
are an integral part of these financial statements.*

**JOHN W. LAVELLE PREPARATORY CHARTER SCHOOL**  
**STATEMENT OF FUNCTIONAL EXPENSES**  
**FOR THE YEAR ENDED JUNE 30, 2015**

(With comparative totals for the year ended June 30, 2014)

	Program Services			Supporting Services			Total Expenses 6/30/14
	Regular Education	Special Education	Total	Management and General	Fundraising	Total Expenses 6/30/15	
Salaries	\$3,182,355	\$1,206,443	\$4,388,798	\$437,722	\$59,575	\$4,886,095	\$4,115,218
Payroll taxes and employee benefits	880,224	333,697	1,213,921	121,072	16,478	1,351,471	1,168,743
Total personnel costs	4,062,579	1,540,140	5,602,719	558,794	76,053	6,237,566	5,283,961
Professional development	51,201	17,782	68,983	3,158		72,141	27,500
Professional fees	69,784	8,004	77,788	51,508	105	129,401	63,829
Student and staff recruiting			0	8,009		8,009	7,637
Curriculum and classroom expenses	144,229	50,092	194,321			194,321	134,313
Supplies and materials	5,631	3,992	9,623	512	102	10,237	6,167
Food services	131,515	45,675	177,190			177,190	165,092
Insurance	21,410	15,181	36,591	1,947	389	38,927	35,590
Information technology	11,664	8,270	19,934	1,061	212	21,207	23,115
Leased equipment	30,186	21,405	51,591	2,744	549	54,884	50,396
Repairs and maintenance	133,217	94,463	227,680	12,109	2,423	242,212	258,823
Occupancy and facility costs	775,760	550,084	1,325,844	70,523	14,105	1,410,472	1,399,748
Utilities	8,074	5,725	13,799	733	147	14,679	9,972
Depreciation	114,162	80,953	195,115	10,380	2,076	207,571	203,972
Amortization	11,332	8,035	19,367	1,030	206	20,603	20,603
Special events			0		3,723	3,723	4,864
Other expenses	710	503	1,213	83,728	6,937	91,878	109,746
Total other than personnel costs	1,508,875	910,164	2,419,039	247,442	30,974	2,697,455	2,521,367
Total expenses	\$5,571,454	\$2,450,304	\$8,021,758	\$806,236	\$107,027	\$8,935,021	\$7,805,328

*The attached notes and auditors' report  
are an integral part of these financial statements.*

**JOHN W. LAVELLE PREPARATORY CHARTER SCHOOL**  
**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED JUNE 30, 2015**  
(With comparative totals for the year ended June 30, 2014)

	6/30/15	6/30/14
<b>Cash Flows from Operating Activities:</b>		
Change in net assets	\$903,966	\$178,419
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	207,571	203,972
Amortization	20,603	20,603
Changes in assets and liabilities:		
Restricted cash	(70)	(40)
Grant receivable - New York City	(2,824)	18,513
Government grants and other receivable	12,827	(51,785)
Prepaid expenses	(29,352)	(4,306)
Loan to related organization	(84,224)	0
Accounts payable and accrued expenses	227,297	68,174
Grant advance - New York City	(12,893)	12,893
Other grant advance	19,288	0
Deferred rent	345,052	390,486
Lease acquisition costs payable	(126,310)	(185,750)
Total adjustments	576,965	472,760
Net cash provided by operating activities	1,480,931	651,179
<b>Cash Flows from Investing Activities:</b>		
Purchase of fixed assets	(370,178)	(434,252)
Net cash used for investing activities	(370,178)	(434,252)
<b>Cash Flows from Financing Activities:</b>		
Proceeds from loans	0	211,760
Repayment of loans	(24,214)	(121,387)
Net cash (used for)/provided by financing activities	(24,214)	90,373
Net increase in cash and cash equivalents	1,086,539	307,300
Cash and cash equivalents - beginning of year	385,992	78,692
Cash and cash equivalents - end of year	\$1,472,531	\$385,992
Supplemental disclosures:		
Interest paid	\$80,970	\$80,476
Taxes paid	\$0	\$0

*The attached notes and auditors' report  
are an integral part of these financial statements.*

**JOHN W. LAVELLE PREPARATORY CHARTER SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2015**

**Note 1 - Organization and Nature of Activities**

John W. Lavelle Preparatory Charter School (the "School"), located in Staten Island, New York, is a not-for-profit educational corporation chartered by the Board of Regents of the University of the State of New York. The School provides a college preparatory education curriculum that equips and empowers students for success. The School welcomes all students, including those living with emotional disabilities, and integrates all students in its classes and activities. In fostering both the academic and emotional growth of all students, the School serves as an innovative, holistic educational model for other high-performing schools.

On March 11, 2014, the School was granted an extension on their provisional charter by the Board of Regents of the University of the State of New York for a term of five years, expiring on June 30, 2018. Such provisional charter may be extended upon application for a term of up to five years in accordance with the provisions of Article 56 of the Education law.

On February 26, 2015, the School entered into a Memorandum of Understanding with New Ventures Charter School ("NVCS"), a separately incorporated public charter school that was established by the leadership of the School to complement and extend its mission. Both entities have common trustees, management and staff. NVCS will conduct its first year of classes in the 2015-2016 school year.

**Note 2 - Significant Accounting Policies**

a. Basis of Presentation

The accompanying financial statements have been prepared using the accrual basis of accounting which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

The School's net assets are classified based upon the existence or absence of donor-imposed restrictions as follows:

- *Unrestricted* – represent those resources for which there are no restrictions by donors as to their use.
- *Temporarily restricted* – represent those resources, the uses of which have been restricted by donors to specific purposes or the passage of time. The release from restrictions results from the satisfaction of the restricted purposes specified by the donor. Temporarily restricted contributions, the requirements of which are met in the year of donation, are reported as unrestricted. See Note 10 for details of temporarily restricted net assets.

b. Cash and Cash Equivalents

The School considers all liquid investments with an initial maturity of three months or less to be cash and cash equivalents.

- c. Concentration of Credit  
Financial instruments which potentially subject the School to concentration of credit risk consist of cash accounts which have been placed with financial institutions that management deems to be creditworthy. At times, balances may exceed federally insured limits. At year end, there were no significant uninsured balances.

- d. Grants and Other Receivables  
All receivables at June 30, 2015 are due within one year and have been recorded at net realizable value.

The School reviews receivables that are unlikely to be collected based on historical experience and a review of activity subsequent to the balance sheet date. Based on this review, no allowance for doubtful accounts was deemed necessary as of June 30, 2015. Write-offs will be made directly to operations in the period the receivable is deemed to be uncollected.

- e. Capitalization Policy  
Leasehold improvements, as well as equipment and furniture that exceed predetermined amounts and that have a useful life of greater than one year are recorded at cost or at fair value at the date of gift. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets, as follows:

Furniture and fixtures - 7 years  
Computer hardware and software - 3 years  
Office equipment - 5 years  
Leasehold improvements - Life of lease

- f. Deferred Rent  
Rent expense is recognized evenly over the life of the lease using the straight-line method. In the earlier years of the lease, as rent expense exceeds amounts paid, a deferred rent liability is created. In later years of the lease, as payments exceed the amount of expense recognized, deferred rent will be reduced until it is zero at the end of the lease.

- g. Contributions  
Contributions are recorded as revenue at the earlier of the receipt of cash or when pledges are considered unconditional in nature. Contributions are available for unrestricted use, unless specifically restricted by the donor, in which case they are recorded in one of the restricted classes of net assets, depending on the nature of the restriction. Conditional contributions are recognized as income when the conditions have been substantially met.

- h. Revenue - Public School District  
The School receives grants from the New York City, Department of Education ("NYCDOE") to carry out its operations. Program revenues are recognized based on rates established by the School's funding sources and the amount realizable on the accrual basis in the period during which services are provided.

- i. Government Grants  
Government grants are evaluated to determine if they have traits closer to a contribution or exchange transaction. All existing government grants have been treated

as exchange transactions.

The difference between cash received and revenue recognized is treated as government grants receivable or advances payable.

j. Donated Services

Donated services are recognized in circumstances where those services create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills and would typically need to be purchased if not provided in-kind.

Board members and other individuals volunteer their time and perform a variety of tasks that assist the School. These services do not meet the criteria outlined above and have not been recorded in the financial statements.

k. Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the accompanying financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

l. Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

m. Contingencies

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

n. Taxes

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. The School has not been designated as a private foundation.

The School does not believe its financial statements include any material, uncertain tax positions. Tax returns for periods ending June 30, 2012 and later are subject to examination by applicable taxing authorities.

o. Subsequent Events

Management has evaluated for potential recognition and disclosure events subsequent to the date of the statement of financial position through October 29, 2015, the date the financial statements were available to be issued. All events that have occurred subsequent to the statement of financial position date through our evaluation date that would require adjustment to or further disclosure in the financial statements have been made.

**Note 3 - Restricted Cash**

An escrow account has been established to meet the requirement of NYCDOE. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

**Note 4 - Grant Receivable/Advance Payable - New York City Department of Education**

	<u>6/30/15</u>	<u>6/30/14</u>
Beginning grant receivable/(advance payable)	(\$12,893)	\$18,513
Funding based on allowable FTE's	8,787,173	7,463,483
Advances received	<u>(8,771,456)</u>	<u>(7,494,889)</u>
Ending grant receivable/(advance payable)	<u>\$2,824</u>	<u>(\$12,893)</u>

**Note 5 - Related Party Transaction**

During the year ended June 30, 2015, the School gave a loan for startup costs to NVCS that totaled \$84,224. This loan is interest free and will be repaid when NVCS receives their initial funding. The full amount was outstanding as of June 30, 2015.

In addition, subject to the memorandum of understanding referenced in Note 1, during the year ended June 30, 2015, NVCS contracted with and paid several administrative and management personnel of the School to assist in the startup. The memorandum of understanding also permits continued payments to these administrative and management personnel of the School in addition to rent payments for shared space.

**Note 6 - Fixed Assets**

Fixed assets consisted of the following:

	<u>6/30/15</u>	<u>6/30/14</u>
Furniture and fixtures	\$325,716	\$299,752
Computer hardware and software	286,510	203,834
Office equipment	176,212	154,286
Leasehold improvements	<u>2,199,684</u>	<u>1,960,072</u>
Total fixed assets - cost	2,988,122	2,617,944
Less: accumulated depreciation	<u>(838,285)</u>	<u>(630,714)</u>
Total fixed assets, net	<u>\$2,149,837</u>	<u>\$1,987,230</u>

**Note 7 - Lease Commitments**

The School occupies space in Staten Island under a lease agreement that expires on August 31, 2031. The lease agreement contains two phases, and consists of the following:

Phase One

Phase one is for the third floor of the space, which commenced on May 1, 2011 and terminates on August 31, 2031.

Phase Two

Phase two was an option that the School exercised for additional space in the same facility. A non-refundable reservation fee of \$412,060 is required to be paid of which \$412,060 and \$285,750 has been remitted as of June 30, 2015 and 2014, respectively. The full amount is reflected as an asset on the statement of financial position. Lease acquisition costs are being amortized over the life of the phase two portion of the lease on a straight-line basis. Amortization expense on the lease acquisition costs for the year ended June 30, 2015 and 2014 was \$20,603 each.

The phase two space also requires a security deposit of \$500,000. Payments are due as follows:

Year Ending:	June 30, 2017	\$100,000
	June 30, 2018	20,000
	June 30, 2019	80,000
	June 30, 2020	100,000
	June 30, 2021	100,000
	June 30, 2022	<u>100,000</u>
Total		<u>\$500,000</u>

Future minimum rental payments for both phases are due are as follows:

Year Ending:	June 30, 2016	\$1,262,731
	June 30, 2017	1,348,723
	June 30, 2018	1,448,293
	June 30, 2019	1,466,397
	June 30, 2020	1,466,397
	Thereafter	<u>17,515,304</u>
Total		<u>\$24,507,845</u>

**Note 8 - Line of Credit**

The School has a revolving line of credit with a local bank for a maximum amount of \$100,000. Interest accrues at 7.5%. The School did not use the line of credit during the year ended June 30, 2015, therefore, the full amount is available. The line is secured by the School's property and is guaranteed by its President and a trustee from the Board of Trustees.

**Note 9 - Loans Payable**

On September 1, 2011, the School entered into a loan with its landlord for \$500,000 for the renovation of the School's phase one space. The loan has a maturity date of August 31, 2031 and an annual interest rate of 8.75%. The outstanding principal on this loan was \$457,948 and \$470,306 at June 30, 2015 and 2014, respectively.

On October 8, 2012, the School entered into another loan for \$260,000 for the renovation of the School's phase two space. The loan has a maturity date of August 31, 2031 and an annual interest rate of 8.9%. The outstanding principal on this loan was \$243,915 and \$250,397 at June 30, 2015 and 2014, respectively.

On September 1, 2013, the School entered into a third loan with its landlord for \$211,760 for the construction of the School's phase two space. The loan has a maturity date of August 31, 2031 and an annual interest rate of 8.9%. The outstanding principal on this loan was \$202,257 and \$207,631 at June 30, 2015 and 2014, respectively.

All of the loans are secured by the School's property and are cross-collateralized with both phases one and two of the lease.

As of June 30, 2015, future minimum principal payments on the loans payable are as follows:

Year Ending:	June 30, 2016	\$26,439
	June 30, 2017	28,869
	June 30, 2018	31,522
	June 30, 2019	34,418
	June 30, 2020	37,581
	Thereafter	<u>745,291</u>
	Total	<u>\$904,120</u>

**Note 10- Temporarily Restricted Net Assets**

Temporarily restricted net assets consisted of the following:

	<u>6/30/15</u>	<u>6/30/14</u>
Scholarships	\$1,500	\$1,500
Community Performing Arts Space	10,000	10,000
Literacy Intervention Program	<u>25,000</u>	<u>0</u>
Total	<u>\$36,500</u>	<u>\$11,500</u>

**Note 11 - Significant Concentrations**

The School is dependent upon grants from NYCDOE to carry out its operations. For the year ended June 30, 2015 and 2014, approximately 89% and 93%, respectively, of the School's total public support and revenue was received from NYCDOE. If NYCDOE were to discontinue funding, it would have a severe economic impact on the School's ability to operate.

**Note 12 - Retirement Plan**

The School adopted a 401(k) profit sharing plan (the "Plan") which covers most of the employees. The Plan is a defined contribution plan. Employees are eligible to enroll in the Plan on the first day of employment. Those employees who have completed at least one full day of service are also eligible for employer contribution. The Plan provides for the School to contribute up to 5% of the participating employee's salary. The School contribution becomes fully vested upon issuance. The amount of estimated matching payments of \$137,000 and \$190,000 has been included in payroll taxes and employee benefits in the accompanying statement of functional expenses for the year ended June 30, 2015 and 2014, respectively.

**Note 13 - Fundraising Event**

The School's Gala benefit proceeds are summarized as follows:

	<u>6/30/15</u>	<u>6/30/14</u>
Gross revenue	\$33,590	\$39,060
Less: expenses with a direct benefit to donor	<u>(10,870)</u>	<u>(13,258)</u>
Net	22,720	25,802
Less: indirect expenses	<u>(3,723)</u>	<u>(4,864)</u>
Total	<u>\$18,997</u>	<u>\$20,938</u>



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING  
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN  
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Trustees of  
John W. Lavelle Preparatory Charter School

**Report on the Financial Statements**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of John W. Lavelle Preparatory Charter School ("the School"), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 29, 2015.

**Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we

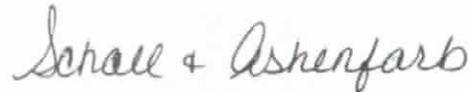
did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Schall & Ashenfarb  
Certified Public Accountants, LLC

October 29, 2015

**JOHN W. LAVELLE PREPARATORY CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND RESPONSES  
JUNE 30, 2015**

Current Year:

None

Prior Year:

None



## Communication with Those Charged with Governance

To the Board of Trustees of  
John W. Lavelle Preparatory Charter School

We have audited the financial statements of John W. Lavelle Preparatory Charter School ("the School"), as of and for the year ended June 30, 2015, and have issued our report thereon dated October 29, 2015. Professional standards require that we provide you with the following information related to our audit.

### Our Responsibility under Generally Accepted Auditing Standards

As stated in our engagement letter dated May 18, 2015, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with generally accepted accounting principles. Because of the concept of reasonable assurance and because we did not perform a detailed examination of all transactions, there is a risk that material errors, fraud, or other illegal acts may exist and not be detected by us. Our audit of the financial statements does not relieve you or management of your responsibilities.

### Planned Scope of Audit

We performed our audit according to the plan previously communicated to you in our engagement letter and subsequent conversations during the planning phase.

### Significant Accounting Policies

Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by the School are described in Note 2 to the financial statements.

During the year under audit, the School entered into a related party transaction with New Ventures Charter School. The School provided a loan for startup costs and will be repaid once New Ventures Charter School receives their initial funding.

No new accounting policies were adopted during the year under audit and the application of existing policies was not changed during the year. We noted no transactions entered into by the School during the year that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

### Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate used in preparing the financial statements were as follows:

- The allocation of expenses into program, management and fundraising categories
- Estimate for collectability of government grants receivable
- Fixed asset depreciation methods and useful lives

We evaluated the key factors and assumptions used to develop the above estimates in determining that it was reasonable in relation to the financial statements taken as a whole. The disclosures in the financial statements are neutral, consistent and clear.

### Significant Audit Adjustments

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management.

For purposes of this letter, professional standards define a significant audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. We did not make any significant audit adjustments. See exhibit C for a listing of the adjustments that were made as part of the audit.

There were no un-booked adjustments.

### Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

### Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

### Issues Discussed Prior to Retention of Independent Auditors

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management prior to retention as the auditors. There were no specific matters of this nature discussed prior to our retention.

### Difficulties Encountered in Performing the Audit

There were no significant difficulties encountered in performing the audit.

### Management Representations

We have requested certain representations from management that are included in the management representation letter.

### Industry Updates

There are several new regulations that impact the nonprofit sector that we want you to be aware of. Some relate to changes that should be implemented as soon as possible and others that are still in the draft stage. To summarize:

#### **Uniform Guidance on Federal Awards is in effect for 2015**

In late December 2013, the U.S. Office of Management and Budget (OMB) took a major step to issuing its long awaited final grant reform rules in a document entitled Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards. Final regulations were posted in the Federal Register on December 26, 2013. Many changes were made to cost principles and **they are effective for new federal awards issued in 2015**. The changes to the audit requirements are effective for those entities with a year end of December 31, 2015 and later. It is possible that nonprofit organizations can have grants that follow the older rules and the newer rules, in the same fiscal year. That makes understanding the new rules that much more important. The following describes some of the key areas of change:

#### *Streamlining of Related Circulars and Guidance*

The eight existing OMB Circulars have been combined into one document including Circular A-133 and the various Cost Principles. Additionally, the cost principles have been incorporated into a single document with limited variations by type of entity. This new document supersedes the following OMB Circulars:

- A-21, Cost Principles for Educational Institutions
- A-87, Cost Principles for State, Local, and Indian Tribal Governments
- A-89, Federal Domestic Assistance Program Information
- A-102, Awards and Cooperative Agreements with State and Local Governments
- A-110, Uniform Administrative Requirements for Awards and Other Agreements with Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations
- A-122, Cost Principles for Non-Profit Organizations
- A-133, Audits of States, Local Governments and Non-Profit Organizations
- It will also supersede those sections of A-50, Audit Follow-Up, related to Single Audits

#### *Procurement*

We are finding this to be the most difficult and time consuming new process to implement. That is because the guidance on procurement is more consistent with the older regulations that applied to states and local governments rather than nonprofit organizations. Therefore, major changes have been made to how nonprofits procure goods and services:

There are several new methods that must be followed:

- Micro purchases which applies to goods and services less than \$3,000 and does not require competitive quotes but does require attempts at equitable distribution to avoid all purchases from the same vendor.
- Small purchases which apply to goods and services below the Simplified Acquisition Threshold (\$150,000) and requires multiple rate quotes from qualified sources.
- Sealed bids when services are above the \$150,000 level and which are most applicable for construction.
- Competitive proposals to be used when sealed bids are not practical.

Documentation which includes the detail of the purchase transaction must be maintained that includes support of the procurement method used and the basis of the award and price.

#### *Indirect Costs*

A *de minimus* 10% rate is allowed for those organizations that do not have a negotiated rate with the federal government or cognizant agency. This applies to sub-recipients as well.

#### *Time and Effort Reporting*

A number of changes are included in the documents which provides for more flexibility for entities in how they document time and effort. The key is having a strong system of internal control to capture how employees perform tasks related to grants on an after-the fact basis. Budgets are still not permitted, although guidance has loosened to allow interim costs to be charged based on budgets if it is representative of best estimates and can be adjusted to reflect actual results periodically. Current systems that meet the old requirements of OMB Circular A-122 (timesheets) will still be permitted.

Auditors will make note of the following changes to the single audit:

#### *Single Audit Threshold for Audit Increased to \$750,000*

Entities that expend less than \$750,000 in federal awards would not be required to undergo a single audit. This would represent an increase from the current \$500,000 threshold for single audits which was established in 2003. Any entity that falls below the \$750,000 threshold must make records available for review or audit by appropriate officials of the Federal agency, pass-through entity, and the Government Accountability Office.

**For more information on this, please view an archived version of a webinar that we did on this topic that is saved on our website.**

#### **FASB issues exposure draft**

The Financial Accounting Standards Board (FASB) has issued an exposure draft that is being touted as a once in a generation project. This statement, once passed, will have a major impact on the display of financial statements for all nonprofit organizations. As with all new FASB statements, this is still in the public comment period and there will be changes to the final regulation, however the following summary represents some of the objectives of the new regulations:

- The streamlining of net assets classes to two; net assets that contain donor restrictions and net assets that do not contain donor restrictions. This will have a major impact on organizations with endowments as the financial statements will no longer have a permanently restricted class of net assets. There will also be a change to how underwater endowments will be treated.

- Making financial statements more comparable between different entities, a defined measure of operations will become standard.
- Disclosures on liquidity will become more prominent, which will include allowing management to self define what they consider to be assets available for expenditure.
- The direct method of reporting cash flows will be required to enhance the understanding and usability of this statement. This should help the reader by having the statement of cash flows be more intuitive and provide more transparency on liquidity.
- Creating a 4 step process to help determine when revenue should be recognized that is based on the deliverable of goods and services. This would apply to membership, tuition, program fees, but would exclude contributions.

### **Internal Controls - COSO Updates Integrated Framework**

This new framework, which is recognized as the leading guidance for designing, implementing, and conducting a system of internal control, was updated to ensure its continued relevance. Nonprofits should begin utilizing the new framework in evaluating the effectiveness of its internal controls because this is an area their auditors will be focusing on.

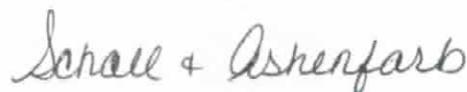
### **Board Governance**

- Overhead Myth - The three major watchdog groups have put out a call to action for donors to focus more on what a charity has done to meet its mission as opposed to how much money it spends on programmatic activity. We are seeing a shift of donations that are tied to achievement of milestones as opposed to funding general, non-specific areas.
- Nonprofit Revitalization Act - Became effective in 2014 and put what had previously been considered best practice into the nonprofit corporate law. The primary areas impact conflicts of interest (having policies that outline how a charity should review and approve transactions with board members, officers, their families and businesses and making sure that these transactions are in the best interest of the charity), monitoring of the independent audit, including establishing an audit committee of members of the board of directors (or having the full board of directors itself) that meet with the independent auditors regularly, establish whistleblower policies to provide employees with a method to report to the board any suspected fraud within the organization, and other administrative matters.

### Independence Issues

Schall & Ashenfarb, CPA's, LLC is not aware of any relationships that our firm, or any employees thereof, has with the School or any of its board members that, in our professional judgment may impair our independence.

This information is intended solely for the use of the board of trustees, finance committee and management of John W. Lavelle Preparatory Charter School.



Schall & Ashenfarb  
Certified Public Accountants, LLC

October 29, 2015



IRAL SCHALL, CPA  
 DAVID C. ASHENFARB, CPA  
 MICHAEL J. SCHALL, CPA

October 2, 2015

Mr. Kenneth Byalin, President  
 And Those Charged With Governance  
 John W. Lavelle Preparatory Charter School  
 One Corporate Commons at 1 Teleport Drive  
 Staten Island, NY 10311

Dear Mr. Byalin:

We are pleased to confirm our understanding of the services we are to provide for John W. Lavelle Preparatory Charter School for the year ended June 30, 2015. We will audit the statement of financial position of John W. Lavelle Preparatory Charter School as of the year ended June 30, 2015, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements. Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, in accordance with auditing standards generally accepted in the United States of America, and our auditor's report will provide an opinion on it in relation to the financial statements as a whole:

1. Schedule of expenditures of Federal Awards
2. Schedule of Findings and Questioned Costs

In addition we will prepare the federal and NYS tax information returns for the year ended June 30, 2015 as outlined in more detail below.

#### **Audit Objectives**

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the additional information referred to in the second paragraph when considered in relation to the financial statements taken as a whole. The objective also includes reporting on:

- Internal control related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that

## EXHIBIT 1

could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states that the purpose of the report is solely to (1) describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The OMB Circular A-133 report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Both reports will state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of OMB Circular A-133, and will include tests of accounting records, a determination of major program(s) in accordance with OMB Circular A-133, and other procedures we consider necessary to enable us to express such an opinion and to render the required reports. We will issue written reports upon completion of our Single Audit. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or add an emphasis-of-matter or other-matter paragraph. If our opinion on the financial statements or the Single Audit compliance opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report, or we may withdraw from this engagement.

### **Management Responsibilities**

**Management is responsible** for the basic financial statements, schedule of expenditures of federal awards, and all accompanying information as well as all representations contained therein. Management is also responsible for identifying all federal awards (including notes and noncash assistance received, if applicable) received and understanding and complying with the compliance requirements, and for preparation of the schedule of expenditures of federal awards in accordance with the requirements of OMB Circular A-133. As part of the audit, we will provide tax services and assist with preparation of your financial statements, schedule of expenditures of federal awards, and related notes. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. You agree to assume all management responsibilities relating to the tax services, financial statements, schedule of expenditures of federal awards, and related notes and any other nonaudit services we provide. You will be required to acknowledge in the representation letter the tax services provided and our assistance with preparation of the financial statements and schedule of expenditures of federal awards, and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them. If the

## EXHIBIT 1

person designated to oversee such services is a consultant, that person or firm will be required to sign the representation since they are acting under the discretion of management. **Failure to provide such representations are grounds for a disclaimer of opinion for a scope limitation.**

You are responsible for making all management decisions and performing all management functions; for designating an individual with suitable skill, knowledge, or experience to oversee the financial statement preparation and tax services and any other nonattest services we provide; and for evaluating the adequacy and results of those services and accepting responsibility for them.

**Management is responsible for** establishing and maintaining effective internal controls, including internal controls over compliance, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; following laws and regulations; and ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements. **A partner will present the results of our audit to your audit committee or your board of directors (in person or by teleconference).**

**Management is also responsible for** making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the organization from whom we determine it necessary to obtain audit evidence.

**Management responsibilities** also include identifying significant vendor relationships in which the vendor has responsibility for program compliance and for the accuracy and completeness of that information. Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

**Management is responsible for** the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements; and (4) ensuring that management is reliable and financial information is reliable and properly reported. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the Organization complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provision of laws, regulations, contracts, and grant agreements, or abuse that we report. Additionally, as required by OMB Circular A-133, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary

## FY 2015 - 2016 Budget

	LPCS
	FY 2015 - 2016
<b>General Education</b>	491
<b>Special Education</b>	170
Teachers	55
Para Professional	27
School Aides	2
% Student Growth year over year	18%
% Sped Growth year over year	24%
% Student Increase over base year 2012	109%
% Increase no. teachers over base year	531%
% Increase no. paras over base year	129%
<b>Income</b>	
<b>4100 State Grants</b>	
4101 Per Pupil Allocations	6,472,927
4102 Per Pupil Allocations for SPED	3,076,414
4103 NYSTL	35,000
4104 NYSSL	-
4105 NYSLIBL	-
4106 - CSP	-
4107 SSF Grant	-
Rent Subsidy	107,950
4108 NY State STLE Grants	38,000
4109 State Meal Reimbursement	6,500
<b>Total 4100 State Grants</b>	<b>9,736,790</b>
<b>4200 Federal Grants</b>	
4201 IDEA for SPED	100,000
4203 E-Rate for Tech/Comm	19,800
4204 Title I	135,850
4205 Title I ARRA	-
4206 Title IIA	3,003
4207 Title II B	158,333
4208 Federal Meal Reimbursement	170,600
<b>Total 4200 Federal Grants</b>	<b>587,586</b>
<b>4300 Contributions</b>	
4301 PTA Fundraising	-
4303 Restricted Contributions	0
4304 Unrestricted Contributions	-
4305 Fundraising Events-Gala	30,000
4307 Annual Appeal	-
<b>Total 4300 Contributions</b>	<b>30,000</b>
<b>4400 Miscellaneous Income</b>	
4401 Interest Income	-
4403 NVCS Usage Fee	150,000
4404 Student Meal Fees	6,000
4405 Other Income	-
<b>Total 4400 Miscellaneous Income</b>	<b>156,000</b>
<b>Total Income</b>	<b>10,510,376</b>
<b>Expenses</b>	
<b>5000 Compensation</b>	
5100 Instructional Staff	
5101 Principal	132,000
5101.2 Assistant Principal, SPED	88,000
5101.3 Leadership	40,000
5102 Classroom Teachers	3,250,000
5104 ELL Teachers	48,785
5106 SPED Support Staff	-
5107 Substitutes	65,000
5108 Assistant Teachers	991,104
5109 Summer Institute - Admin	-
5110 Summer Institute Teachers	110,000
5111 Summer Institute paras	27,000
5112 Extra Service (OT)	8,000
5113 Summer school	80,000
5115 SPED Coordinator	-

## FY 2015 - 2016 Budget

	LPCS
	FY 2015 - 2016
5114 Social Worker	70,019
5117 Social work supervisor	17,020
5115 School Psychologist	16,000
5116 College Guidance Advisor	42,391
5118 School aides	50,000
<b>Total 5100 Instructional Staff</b>	<b>5,035,319</b>
<b>5200 Non-Instructional Staff</b>	
5201 President	140,000
5202 Vice President/Advancement	-
5203 Director of Operations	91,000
5204 Administrative Support	145,500
5205 Assistant to the President	36,750
5206 Director of Finance	60,000
5207 Finance Support	21,515
5208 Safety	125,000
5209 Cafeteria	73,400
5210 Tech Support	72,000
<b>Total 5200 Non-Instructional Staff</b>	<b>765,165</b>
<b>Total 5000 Compensation</b>	<b>5,800,484</b>
<b>5300 Incentives</b>	
5302 Incentive Bonus	100,000
5304 Stipends	-
<b>Total 5300 Incentives</b>	<b>100,000</b>
<b>5400 Benefits</b>	<b>1,566,131</b>
5402 NY State Unemployment Insurance	
5403 Social Security - EmployER Expenses	
5405 Medicare - EmployER Expenses	
5408 Worker's Compensation Expense	
5409 NY Disability	
5410 Medical Insurance	
5411 Dental Insurance	
5412 Vision Insurance	
5413 STD, LTD and Life Insurance	
5414 Retirement 401(k) Fees	
5415 Retirement 401(k) Match	
<b>Total 5400 Benefits</b>	<b>1,566,131</b>
Total Incentives & Benefits	1,666,131
Total Compensation (inclgd incentives & benefits)	7,466,615
% Compensation to Revenue	<b>71%</b>
<b>600 Administrative Expenses</b>	
6101 Office Supplies	6,000
6102 Office Furniture (Non-Asset)	1,500
6103 Office Equipment (Non-Asset)	500
6104 Copier & Printer	5,900
6106 Equipment Rental Etc	40,000
6107 Postage & Delivery	3,000
6108 Insurance - General	42,000
6109 Insurance - ERISA	4,000
6110 Membership Dues/Subscriptions	-
<b>Total 6100 Administrative Expenses</b>	<b>102,900</b>
<b>6200 Professional Services</b>	
6201 Accounting Services	-
6202 Audit Fees	23,500
6203 Payroll Services	12,700
6205 Legal Services	40,000
6206 Financial Management Services	-
6209 Curriculum Consulting Services	25,250
6212 Other Professional Services	25,000
6214 Public Relations Consulting	2,000
<b>Total 6200 Professional Services</b>	<b>128,450</b>
<b>6300 Professional Development</b>	
6301 Instructional Staff PD	4,000
6301.1 Instructional Staff PD-Staff Lunch/Retreat	4,750
6302 Non-Instructional Staff PD	500

## FY 2015 - 2016 Budget

	LPCS
	FY 2015 - 2016
6304 Travel for PD	500
6305 Tuition Reimbursement	50,000
6306 Board Expenses	3,000
<b>Total 6300 Professional Development</b>	<b>62,750</b>
<b>6400 Marketing and Staff/Student Recruitment</b>	
6401 Staff Recruitment	750
6402 Student Recruitment	8,000
<b>Recruitment</b>	<b>8,750</b>
<b>6500 Fundraising Expenses</b>	
6501 Mailings and Materials	1,650
6502 Events-Gala	19,000
6504 Fundraising-Other	2,200
6505 Community Relations	7,500
6506 Gov't Grant Writing Services	1,000
<b>Total 6500 Fundraising Expenses</b>	<b>31,350</b>
<b>7100 Curriculum &amp; Classroom Expenses</b>	
7101 Library Materials	500
7102 Curriculum Textbooks & Other Curricula	115,000
7103 Instructional Equipment (Non-Asset)	4,450
7104 Standardized test materials /assessments	20,000
7105 Student field trips	5,000
7106 Classroom Supplies	30,000
7107 Art/Music Equipment (Non-Asset)	2000
7108 Curriculum Enrichment	6,000
7109 Physical Movement/Recess Supplies	1200
7110 NYSTL Expenses	35,000
7111 NYSSL Expenses	-
7112 NYSLIBL Expenses	-
7113 Student Incentive Points Store	11,000
7117 Sports Team Expenses	250
7118 Copy Machine/Printer and Other	15,000
7119 Student Trans	-
6112 Student Meals	200,000
<b>Total 7100 Curriculum &amp; Classroom Expenses</b>	<b>445,400</b>
<b>8100 Facility</b>	
8101 Rent	1,270,000
8102 Repairs & Maintenance	35,000
8103 Janitorial Service	85,000
8103.1 Janitorial Supplies	15,000
8104 Utilities	150,000
8105 Facility expense - other	3,000
<b>Total 8100 Facility</b>	<b>1,558,000</b>
<b>% of Rent &amp; Facility Costs to PP Revenue</b>	<b>16%</b>
<b>8200 Technology/Communication Expenses</b>	
8201 Telephone Expenses	10,000
8202 Mobile Phone Expenses	1,000
8203 Internet Connectivity Expenses	7,000
8204 Network Maintenance/Tech Support	15,000
8207 Technology Supplies	15,000
<b>Expenses</b>	<b>48,000</b>
<b>8800 Miscellaneous Expenses</b>	
8801 Bank Service Charges	-
8802 Interest/Late Charges	77,800
8804 Expense Suspense Account	-
8805 Bad Debt	-
<b>Total 8800 Miscellaneous Expenses</b>	<b>77,800</b>
8900 Depreciation Expense	200,000
8901 Amortization Expense	-
<b>Total Expenses</b>	<b>10,130,015</b>
<b>Net Income</b>	<b>380,362</b>
<b>Net Income before Depreciation &amp; Amortization</b>	<b>580,362</b>
<b>Long-Term Loan Payable</b>	<b>25,983</b>

**FY 2015 - 2016 Budget**

	<b>LPCS</b>
	<b>FY 2015 - 2016</b>
<b>Reservation Payment</b>	-
<b>Capital Expenditures:</b>	
Student Tablets	15,000
Technology Build out	-
Expansion of Phone System	-
Furniture/lockers	27,000
SmartBoards or Mimeos	-
Staff Laptops	2,000
Security Equipment	7,000
FRP	20,000
Floor Tiling	21,000
Bulletin boards	3,000
Theater Construction	-
<b>Total capital expenditures</b>	<b>95,000</b>
Total Cash Flow adjutment - Add back Depreciation and Amortization expense	<b>485,362</b>
<b>Beginning cash</b>	<b>782,000</b>
<b>Ending Cash</b>	<b>1,267,362</b>



# Appendix E: Disclosure of Financial Interest Form

Last updated: 11/02/2015

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Page 1

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All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). [The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

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Yes, each member of the school's Board of Trustees will receive a link to the Disclosure of Financial Interest Form.

Yes

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Thank you.



# Appendix F: BOT Membership Table

Last updated: 07/22/2015

## Page 1

### 1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	William Henri		Chair/Board President	Yes	Retired CEO, South Beach Psychiatric Center	Term 3, 3 years, Elected 2009, Expires 2017
2	Sheldon Blackman		Treasurer	Yes	Retired VP for Grants and Program Development, Staten Island University Hospital	Term 3, 3 years, Elected 2009, Expires 2017
3	Joseph Carroll		Trustee/Member	Yes	District Manager, Community Board #1, Staten Island NY	Term 3, 3 years Elected 2009 Expires 2016
4	Richard Fragiacomio		Trustee/Member	Yes	Entrepreneur	Term 3, 3 years Elected 2009 Expires 2016
5	Dolores Morris		Trustee/Member	Yes	Executive Director and Founder SI youth Media Project	Term 1, 3 years Elected 2012 Expires 2015
6	Deborah Miller		Secretary	Yes	Director, Parent Resource Center, Jewish Board of Family and Children Services	Term 2, 3 years Elected 2009 Expires 2015
7	Lily McNair		Trustee/Member	Yes	Provost and VP of Wagner College	Term 2, 3 years Elected 2012 Expires 2017
8	Nelly Tournaki		Trustee/Member	Yes	Associate Professor, Coordinator for the Masters degree program in Special education, College of Staten Island	Term 3, 3 years Elected 2009 Expires 2017
9	Doris Schueler		Trustee/Member	Yes	Psychologist in private practice	Term 2, 3 years Elected 2009 Expires 2015

10	Susan Lavelle		Vice Chair/Vice President	Yes	Staten Island University Hospital	Term 2, 3 years Elected 2009 Expires 2015
11	Dirk Tillotson		Trustee/Member	Yes	Attorney at Law New York Charter School Incubator	Term 2, 3 years Elected 2009 Expires 2016
12						
13						
14						
15						
16						
17						
18						
19						
20						

**2. Total Number of Members Joining Board during the 2014-15 school year**

0

**3. Total Number of Members Departing the Board during the 2014-15 school year**

0

**4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?**

15

**5. How many times did the Board meet during the 2014-15 school year?**

11

**6. How many times will the Board meet during the 2015-16 school year?**

12

Thank you.



Overcoming Barriers & Fulfilling the College Promise

## Appendix H: Enrollment and Retention Efforts

Lavelle Preparatory Charter School has consistently exceeded targets for Free/Reduced Lunch and Special Education. During the 2014-2015 school year 75.6% of Lavelle Prep students received Free/Reduced price lunch and 34.2% received Special Education services. Lavelle Prep more narrowly meets the target for English Language Learners. With 0.6% ELL's in 2015-2016, Lavelle Prep recedes the District target. To better reach the non-English speaking communities, Lavelle Prep has and will reach out to community-based organizations which serve this sector, i.e. Russian American Council of Staten Island, Latino Civic Association Inc., the South Asian and Indo-Caribbean Americans for Political Progress, the Staten Island Asian Coalition, the Staten Island Latino Civic Association, and the Staten Island Pakistani Civic Association. Also, our lottery application can be accessed in Russian, Spanish, Arabic, Albanian, Haitian Creole, French and Mandarin.

Last year Lavelle Prep had retained 86.4% Special Education students, 87.4% Free/Reduced price lunch and 86.7% English Language Learners. Lavelle Prep works to improve the retention of all students. Lavelle Prep strives to ensure parents are making informed decisions at the time of admission. It is critical that parents understand the school's academic and promotional expectations. This is particularly true for parents whose students enter Lavelle Prep significantly behind academically. Students entering more than two years behind grade level are at significant risk of retention during their first year in the school. This may exist because the student has been on Modified Promotion Criteria in their previous school, or simply has been "pushed" ahead. If parents are well informed of Lavelle prep's program and expectations, they are less likely to withdraw their child as these challenges are confronted.



# Appendix I: Teacher and Administrator Attrition

Last updated: 07/22/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

## Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

### 2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	43	13	5

### 2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	4	0	0

Thank you



# Appendix J: Uncertified Teachers

Last updated: 07/22/2015

**"thirty per centum or 5 teachers, whichever is less"**

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

Page 1

**Charter School Name:**

**Note Definition of FTE:**

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: [http://www.bea.gov/faq/index.cfm?faq\\_id=368#sthash.8Rbj89kq.dpuf](http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf))

How many **UNCERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2014-15?

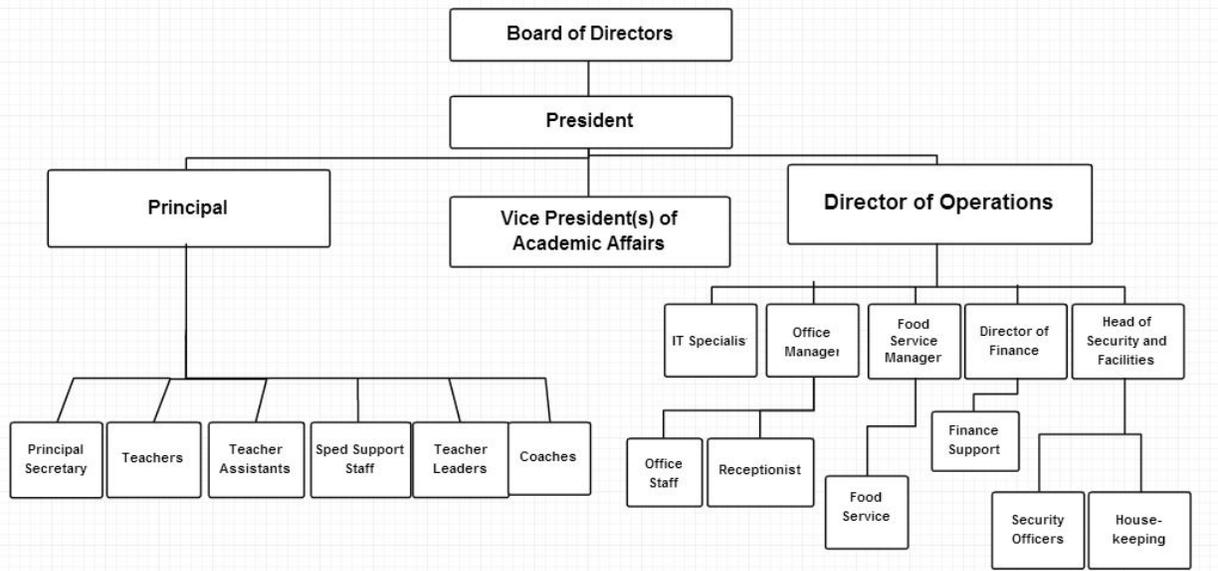
**For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.**

	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	0
(ii) individuals who are tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	1
FTE count of uncertified teachers who do not fit into any of the four statutory categories	2
<b>Total</b>	<b>3.0</b>

How many **CERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?

49

Thank you.



## **Mission Statement**

The John W. Lavelle Preparatory Charter School provides a rigorous college preparatory education that equips and empowers students for success. Lavelle Prep expects all students to graduate with a foundation to attend and succeed in college and in life. Lavelle Prep welcomes 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.

## **Goals**

Lavelle Prep is committed to preparing all students for college admission. We have, therefore established very high standards for our students both with respect to the courses and Regents Exams, which they are expected to pass, and the accelerated time table on which they are expected to do so. At the same, we recognize that some students enter Lavelle Prep poorly prepared academically. We use a variety of programs in Literacy and Mathematics to meet the needs of students who are two or more years below grade level. All students are expected to be functioning on grade level by the time they enter 8<sup>th</sup> grade. Lavelle Prep measures progress toward these goals using both Standardized Assessments (in intermediate grades, standardized New York State exams in English Language Arts and Mathematics; in the upper grades, Regents Exams) and Formative Assessments. Lavelle Prep maintains a Responsive Educational Program and Environment as reflected in annual improvements in average daily attendance, student retention, and parent and student satisfaction.

## **Educational Program**

The Lavelle Prep educational program is, first of all, designed to provide the highest quality college preparatory program to all students, to provide an education program comparable to that of the finest private prep schools. To this model are added those ingredients which enable students living with emotional challenges and other disabilities to be fully integrated in the Lavelle Prep program. The central tenet of Lavelle Prep is that the needs of students living with emotional challenges can be met in a fully integrated environment

Elements which make Lavelle Prep an outstanding college prep program include small classes, challenging academic curricula and high expectations, constructivist teaching, integration of technology into teaching and learning, a Wellness Curriculum, and a visual and performing arts curriculum.

Elements which enable Lavelle Prep to fully integrate students living with emotional challenges and which enhance the education of all students include dually certified teachers and teacher assistants; computer assisted instruction; a behavioral management system, and mental health services provided by collaborating community-based providers. Lavelle Prep fosters hope and confidence in all students. Lavelle Prep's strength-based approach is rooted in the "big idea" that recovery is possible. Neither mental nor physical disorders nor other structural disadvantaging factors, for example gender, race, or poverty, need stand in the way of academic success and productive lives. The structure of Lavelle Prep is designed to reinforce this idea. Students learn in small classes with a teacher and a teacher assistant. Without regard to

disability, all students follow the same academic program; all are expected to succeed in high school and go on to college. Teachers recognize and accommodate diverse learning styles and strengths, offer multiple means of representing content, and provide students with multiple means of expressing their mastery of that content. Content learning is supported by explicit instruction in skills and strategies. Constructivist pedagogy enables students to understand their individual learning style and to maximize their strengths. Serving primarily as guides and facilitators of learning, teachers utilize a variety of individual and small group learning experiences to encourage students to become self-regulated learners, aware of their own learning styles and capable of collaborative problem solving. Students requiring related services such as speech-language therapy or occupational therapy receive them within the classroom whenever appropriate.

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, August 27, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/28938bb5cfed5bbae3>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	William	Henri

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

--

### 5. \*E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*JOHN W LAVELLE PREPARATORY CS (NYC CHANCELLOR) 353100860959*

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Chair/President
- 

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "William F. Harris". The signature is written in a cursive style with a large, prominent 'W' and 'H'.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, September 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/922639d290a5a563b>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Deborah	Miller

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

--

### 5. \*E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*JOHN W LAVELLE PREPARATORY CS (NYC CHANCELLOR) 353100860959*

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Secretary
- 

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

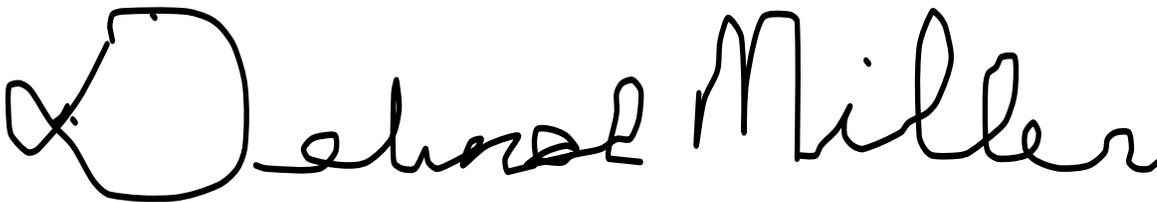
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Deborah Miller". The signature is written in a cursive style with a large, looped initial "D".

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, October 06, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/a42f8b9b77dbc7d312>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Richard	Fragiacomo

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

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### 5. \*E-mail Address:

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6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

<i>No, I am not.</i>
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7. Select the name of the education corporation that operates a single charter school.

JOHN W LAVELLE PREPARATORY CS (NYC CHANCELLOR) 353100860959
---

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Other, please specify...: Finance Committee
- 

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

**Thank you.**