



New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Launch Expeditionary Learning Charter School

Renewal Site Visit Date: October 4, 2021

Date of Report: January 12, 2022

[Charter School Office](#)

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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Launch Expeditionary Learning Charter School
Board Chair	Jonathan Harber
District of location	NYC CSD 16
Opening Date	Fall 2012
Charter Terms	<ul style="list-style-type: none"> • Initial Term: August 22, 2012 - June 30, 2017 • First Renewal: July 1, 2017 - June 30, 2019 • Second Renewal: July 1, 2019 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	Grades 6-8 / 310 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6-12 / 505 students
Comprehensive Management Service Provider	None
Facilities	1580 Dean Street, Brooklyn - Public Space
Mission Statement	<i>Launch's mission is to prepare students in under-resourced communities to thrive in college and careers by providing a public education rooted in active learning experiences and powerful character development.</i>
Key Design Elements	<p>EL Education Core Practices—5 Domains:</p> <ul style="list-style-type: none"> • Curriculum • Instruction • Culture and Character • Student-engaged Assessment • Leadership <p>Three dimensions of Student Achievement:</p> <ul style="list-style-type: none"> • Mastery of Knowledge and Skills • Character • High Quality Work
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	<ul style="list-style-type: none"> • Increase the charter school's current grade span to add Grades 9 through 12 to the school's currently approved Grade 6 through Grade 8 configuration to commence in the 2022-2023 school year. term at a different site within the same borough. • Increase the charter school's authorized enrollment from 310 students to 505

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

	<p>students to commence in the 2022-2023 school year</p> <ul style="list-style-type: none"> • Revised organizational chart to reflect staff roles and responsibilities commencing in the 2022-2023 school year.
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Noteworthy: Over the charter term, the Launch Expeditionary Learning Charter School (Launch) board and school leadership have worked to create opportunities for their students, and to support their social emotional learning. During the 2020-2021 school year, school staff worked together with families and staff to determine how to meet the needs of students during remote learning.

Launch set four critical goals for the 2020-2021 school year based on the needs of the school community during the COVID-19 pandemic. These included:

- Ensure Health and Safety
- Ensure Social-Emotional and Family Supports
- Ensure Continuity of Learning
- Ensure Quality of Education

In order to meet these goals, Launch worked with a committee of families and staff to create a unique model called Distance Teaching. They wanted to create a model that was community-driven and balanced safety concerns with family needs while providing a high-quality educational experience for their students.

The critical features of the Distance Teaching model were as follows:

- Almost all students took their classes remotely, by attending full-day, synchronous lessons online. This means almost all teachers taught classes remotely from their homes, through live synchronous instruction. Staff from the after-school program assisted with remote instruction and overseeing lunch and opportunities for students to socially distance while engaging with classmates.
- Any family that needed it (because of work or other needs), could send their child to the school building to be supervised for the day while they logged into their remote, synchronous classes at a personal learning station. Approximately one-third of Launch families elected to send their children to school every day. Launch was in-session with these students every day from September 2020 through June 2021.
- In-person meetings were held once per week for all students in a grade level to engage in outdoor activities focused on small-group, social-emotional learning, physical education and fun. Approximately 75% of Launch families elected to send their children to in-person outdoor activities once per week over the course of the fall and the spring.
- Extensive after school clubs were available, both in-person and remotely, for any student who wished to join. In-person offerings were in small-groups and held outside. Approximately 50% of students participated in online and in-person clubs from September through June 2021.

Key partnership:

A key design element at the school is Expeditionary Learning (EL) model. This forms the basis of their educational program as well as fosters the school culture. This is in partnership with NYC Outward Bound Schools which brings over 30 years of experience working with more than 150,00 NYC public school

students. Information about this organization includes the following, which informs the EL Education model at Launch:

- NYC Outward Bound Schools runs a network of 14 schools, which includes 13 NYCDoe district public schools and 1 public charter school.
- NYC Outward Bound Schools also partners with an additional 100 NYCDoe public schools and will grow to serve 200 in the coming years, providing select services to these schools.
- The 14 network schools in the NYC Outward Bounds Schools network implement the progressive EL Education model, which connects real-world learning and character development to prepare students to be leaders of the future.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at <http://www.nysed.gov/charter-schools/law-regulations-memos>. Benchmark 1 allows for the use of longitudinal data. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the [memo](#) (See Monitoring Plan section).

Renewal Outcomes

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

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

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

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	Grades 6-8	Grades 6-8	Grades 6-8
Total Approved Enrollment	310	310	310

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

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	Grades 6-9	Grades 6-10	Grades 6-11	Grades 6-12	Grades 6-12
Total Proposed Enrollment	340	400	455	505	505

² This proposed chart was submitted by Launch Expeditionary Learning Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

METHODOLOGY

A support staff remote renewal site visit was conducted at Launch on October 4, 2021. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, support staff and parents. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted five remote classroom observations in Grades 6 - 8. The observations were approximately 15 minutes in length and conducted jointly with the head of school. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

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

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **CSO 2021 Parent, Teacher, and Student Surveys' Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, midterm, renewals);**
- **School's 2021 renewal application; and**
- **Lesson plans for remotely observed classroom instruction**

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted October 4, 2021 at Launch, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2019 Charter School Performance Framework Rating³**

2019 Performance Benchmark		Level
Educational Success	<p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Approaches
	<p>Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.</p>	Meets
	<p>Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.</p>	Meets
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	Meets
	<p>Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p>	Meets
	<p>Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.</p>	Meets
	<p>Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>	Meets
Faithfulness to Charter & Law	<p>Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	Meets
	<p>Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. . High schools are meeting persistence rates commensurate with the NYSED target.</p>	Approaches
	<p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p>	Meets

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

Summary of Findings

- Launch is in year 9 of operation and serves students in Grades 6 - 8. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** Launch has invested heavily in co-taught middle school classes across most subjects, which provides ample opportunity for targeted small group instruction and interventions. The school also demonstrates a strong commitment to social emotional development with its Crew program and Habits. The school has transitioned to a restorative justice model that has been incorporated not only into the school's approach to behavior management, but is also informing the academic program, staff development, and community relations. Launch also serves a large number and percentage of high needs students with disabilities in a 12:1:1 setting. Finally, the school is served by strong management and governance teams with clear priorities and goals as well as strategic plans for growing the school into the future.
- **Summary of Areas in Need of Improvement:** While the school is meeting or exceeding the performance of the district of location, it lags behind state-wide performance. Although the school has increased enrollment of at-risk sub-groups, it continues to enroll a smaller percentage of English language learner (ELL) students than the district of location.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Approaches

Note: State assessments were not administered in the 2019-2020 school year and were administered under the COVID-19 constraints during the 2020-2021 school year. As such, NYSED is limited to what results it can include from those two years in the analysis of this benchmark. In the Spring of 2021 NYSED instituted a Local Assessment Plan. The Local Assessment Plan is designed to help charter schools demonstrate academic progress and growth, the NYSED CSO is implementing a local assessment plan to collect authorizer-approved local/interim assessment data from Board of Regents-authorized schools. More details regarding this initiative can be found in the [NYSED Local Assessment Plan memo](#). Local assessment data will be shared starting in the 2021-2022 school year.

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory with regard to this benchmark cannot be determined. See note above and comments below for assessment information based on the school's self-evaluation tool, which demonstrates academic growth.

During the charter term, Launch has been designated as a school in Good Standing under New York State criteria as defined by the Elementary and Secondary Education Act.

The last available state test results are from 2019. At that time, the school performed the same as similar comparison schools. Less than half of all students and of sub-groups in that year were trending towards proficiency. Overall, the percentage of students proficient on the state exam in 2019 exceeded the performance of the local district in both ELA and math that year; however, the school underperformed the state that year. SWDs, ELL students, and economically disadvantaged (ED) students all exceeded the performance of the district of location in ELA. SWD and ED students also exceeded the district of location in math, while ELL students under-performed the district of location in that subject. The school's 7th grade had a particularly strong year in 2019, exceeding the district of location by 8 percentage points in ELA and 19 percentage points in math. Similarly, 7th grade SWD and ED students exceeded both the district of location and the state that year.

The school's 2021 Self-Evaluation Tool indicates that in the years since 2019 "the majority of our students are making year over year growth in both subject areas." Launch implemented the nationally standardized MAP Growth Assessment remotely in 2020-2021 and conducted its fall administration in person for the 2021-22 school year. Large percentages of students showed growth, including SWD and ELL students. The school reported that 73% of its 7th grade cohort demonstrated growth in ELA from fall 2020 to fall 2021 and 75% of that cohort demonstrated growth in math. Similarly, 62% of its 8th grade cohort demonstrated growth in that same period in ELA and 78% of the 8th grade cohort demonstrated growth in math. The school also provided disaggregated data for subgroups, which showed that 70% of students with disabilities demonstrated growth in ELA and 84% did so in math. In addition, 75% of ELL students

demonstrated growth in ELA and notably 92% did so in math. Finally, the school reported that after six weeks of school this year, students demonstrated growth in both grade cohorts in both ELA and math from spring 2021 to fall 2021.

Finally, the school monitors its students' trajectories after graduation. The school's renewal application indicates that "Launch graduates attend high schools with an average graduation rate of 90%, outpacing the city average and far outpacing the graduation rate in the Community School District (CSD)."

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. <i>Instruction</i>	<ul style="list-style-type: none"> a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students’ success, including sub-groups.
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Middle School:

- MS:
 - Launch use the Expeditionary Learning (EL) model.
 - The school uses a variety of selected and created curriculum programs and materials, including the EL ELA program, Math in Focus, and Amplify Science.
 - Learning Expeditions provide students with opportunities for in-depth cross-subject units on social relevant topics.
 - The school uses supplement intervention curricula to address the needs of students at all levels.
 - Most classes are co-taught, providing opportunities for differentiated instruction for all students.
 - The school uses its Crew program to provide social emotional learning and character development.

Academic Program for SWDs and ELLs:

- SWDs:
 - Most classes across subjects are co-taught, many by a general and special education teacher team, which provide targeted small group instruction and support
 - The school offers 12:1:1 classes, that are mixed grade Humanities and STEM classes.
- ELLs:
 - Co-taught classes provide opportunities for targeted small group instruction within the classroom.
 - The school makes use of supplemental curriculum and instructional program, including computer-based, to support ELL learning.
 - The school ensures the curriculum is culturally relevant to ensure student engagement.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory with regard to this benchmark has been consistent with a Meets rating.

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

- **Indicator a:** The school has a cohesive curriculum in place and has continued to refine its curriculum to meet the needs of its students. According to the school’s renewal application, the school is using the EL middle school ELA program supplemented with Reading with Relevance, Classical Roots and teacher developed units of study. In their focus group school leaders indicated that they have modified the curriculum and added supplemental material to make it culturally

relevant for their students and to align to grade level themes. Launch initially used the Math in Focus program; but implemented the Illustrative Math program for two years. Finding its resources limited, in the 2020-2021 school year they returned to the Math in Focus program, which school leaders indicated had updated texts, materials and online resources. According to the school's renewal application "in the 2021-2022 school year, we have invested in the full Math in Focus curriculum, complete with additional practice and homework books for students." Launch had used Pearson for science and switched to the Amplify program, which facilitates online and project-based learning. The social studies curriculum is developed by school staff; the school's renewal application indicates backwards designing the social studies curriculum from New York State Learning Standards.

- **Indicator b:** More than 95% of the 29 teachers who responded to the CSO 2021 Parent, Teacher, Student Survey agreed the curriculum is aligned horizontally and vertically. Launch uses a variety of curriculum programs that are vertically aligned by design, including the EL ELA program, Math in Focus and Amplify Science, to develop students' skills and knowledge across grades. In addition, these programs are aligned to state and national standards in their respective subjects. The school's renewal application indicates "To ensure vertical alignment, departments meet in teams throughout the year to look at student work and at student data." With regards to horizontal alignment, school leaders in their focus group said a key element of the EL model is Learning Expeditions, which entail cross disciplinary units. School leaders described a collaborative process by which teachers identify priority standards and build pacing guides incorporating multiple subjects. For example, a unit on gun violence addressed epidemiology, the 2nd Amendment, and reading and writing. In addition, enrichment teachers, e.g., art, align lessons to these units as well.
- **Indicator c:** The school uses and develops a variety of curriculum to meet different student needs. These include varied text resources for guided reading as well as online programs. According to the school's renewal application, the school uses Fountas and Pinnell's Leveled Literacy Instruction and Wilson phonics for struggling readers. The renewal application also describes curriculum tailored to individual students in the school's self-contained 12:1:1 classes. In addition, according to the school's renewal application, "[Launch] teachers use Universal Design for Learning principles to create lessons that can be accessed through multiple modalities." The school provided examples of this practice, which include offering audio texts, graphical organizers, a variety of primary sources, and videos. Instructional leaders pointed out that students in the 12:1:1 class are reading grade level books with scaffolding provided to help them access the material. For example, a 12:1:1 Humanities class reviewed vocabulary and maps as introduction to a new novel unit. Finally, school leaders described an ongoing effort to enhance the curriculum's cultural relevance to their students as part of their "drive to become an anti-racist school."
- **Indicator d:** According to the school's renewal application, "Each year, prior to the end of the academic year, our teachers and instructional leadership staff review student work, testing outcomes and unit plans to create pacing guides for the following year. Depending on the outcomes of the previous year, we make revisions to units or supplemental changes." In their focus group school leaders described regular review of curriculum, including soliciting teacher feedback and monitoring student progress and achievement to identify and change curriculum elements. They described clear rationales for selecting and changing curriculum resources to maintain alignment with their mission and ensure cultural relevance. In addition, the school reviews and revises its scope and sequences. For example, Launch's renewal application indicates the school-developed social studies "Scope and Sequence is reviewed and fine-tuned twice a year with the entire department for each grade." Finally, school leaders indicated using consultants and internal expertise to evaluate curriculum for cultural relevance and bias.

2. Element: **Instruction:**

- **Indicator a:** Launch had adopted the EL model. According to its renewal application “Launch believes in the EL Education expanded view of student achievement and ensures that all children develop in three equally important dimensions of student achievement: Mastery of Knowledge and Skills, Character, and High-Quality Work.” Academic program staff described building a culture of literacy, which includes reading and writing in every subject, including art. The CSO 2021 Parent, Teacher, Student Survey indicates that 96% of teachers who responded believe school staff has a shared understanding of high-quality instruction that supports all learners. According to the school’s renewal application, instructional staff engage in “Quality Work Protocols to build alignment and vision of what high-quality student work looks like.” School leaders also described a deliberate focus on ensuring the cultural relevance of curriculum and instruction. Moreover, the school’s renewal application states “We also believe in equity-driven teaching which means a) having high expectations for ALL students, b) amplifying and celebrating the culture of our students while additionally teaching them about other cultures and c) building a critical consciousness in our students so that they have the reasoning and analytical skills necessary to analyze real-world situations and lead beyond our school building.” The theme of equity in teaching and learning was raised frequently in staff and board interviews.
- **Indicator b:** Launch used remote learning during the 2020-2021 school year; but returned to school-based instruction in the fall of 2021. To orient students back to in-person learning, the school spent the first two weeks reconnecting with students and building community with a specialized schedule. Five classes were observed via Zoom during the renewal site visit, which showed clearly planned and organized lessons. Reviewed lesson plans demonstrated clear learning objectives as well as “habit targets.” They were aligned to standards and included differentiated instructional strategies, e.g., small groups, as well as formative assessments. Students were for the most part engaged and on task during the observations. Students appeared to have internalized classroom expectation and routines, such as thumbs up for agreement and tracking the speaker. Most classes were co-taught, and teachers used a variety of co-teaching strategies to support students, including circulating during independent work and pulling small groups for targeted instruction. A variety of strategies were employed to engage students, including calling students to the board, cold calling, and questioning. Some lessons were more student-centered than others, with attempts made for students to converse with each other at various points during some lessons. For example, students in a 6th grade math class turned and talked to each other to discuss a fractions division problem.
- **Indicator c:** The CSO 2021 Parent, Teacher Student Survey found that all 29 of the teachers who responded believe the school differentiates instruction to ensure equity and access for all students. In their focus group school leaders reported that Launch utilizes co-teaching in almost all classes, which affords the opportunity to differentiate instruction and student support. The school’s renewal application indicates “In almost all classes, students have two teachers – most often, a general educator and a special educator – working to differentiate the pace, learning modalities, and group sizes in order to meet the needs of all learners.” This was corroborated by classroom observations on the day of the renewal site visit. School leaders said that small groups are formed based on assessment data, such as the MAP screener. Computer-based program are utilized, such as iReady and Dreambox. For example, the school’s renewal application indicates that in math classes “we utilize a blended learning approach with teacher-led lessons pulling from a variety of curricula, iReady math, and practice centers.” In addition, in their focus group students noted the use of office hours and said students feel comfortable asking their teachers for help when they need it. They also described the opportunity for choice in their classes. Observed

classes demonstrated a variety of learning modalities, including reading, speaking and listening, and writing, and visual supports were evident on walls.

- **Indicator d:** School leaders described ongoing professional development and training. They noted that “PD never stopped during the pandemic” to ensure a smooth and effective transition to remote learning. Professional development focused on teaching online and included training on systems such as Google Classroom, Zoom and the Formative assessment platform. The school also contracted with the Lavinia Group to provide teacher development that aligned with the school’s EL model. School leaders indicated that department chairs use observations and feedback to coach teachers.

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

- **Indicator a:** Launch has a system of assessments in place with the school’s renewal application stating: “We assess students in three domains of student achievement, Mastery of Knowledge and Skills, High Quality Work and Character.” At the beginning of the charter term, the school used school-developed interim assessments. In their focus group school leaders reported that in 2019 they began researching standardized assessments and selected the NWEA MAP, which was implemented in the 2020-2021 school year during remote learning due to the pandemic. They noted that they did offer students the opportunity to take the test at school, but most chose to do it remotely. School leaders also described the use of screeners, such as the Fountas and Pinnell reading assessment for incoming 6th grades, and formative assessments as well as summative performance tasks and portfolios.
- **Indicator b:** On the CSO 2021 Parent, Teacher, Student Survey 100% of teachers who responded felt the school uses qualitative and quantitative data to inform instruction and improve student outcomes. School leaders described regular evaluation and disaggregation of assessment data, including ordering special reports from NWEA for the MAP assessments and the use of the Formative system to examine results by standards and student characteristics. They noted that departments collectively explore data and identify students who would benefit from office hours with their teachers. Program staff also described the use of peer-to-peer evaluation of student work in keeping with their focus on student-centered learning and culture of feedback.
- **Indicator c:** School leaders described constant attention to student performance and achievement data, which informed programmatic refinements and changes. For example, they described a very “data-driven process” for adopting the second edition of the EL ELA curriculum. Similarly, after trying a new math program, based on student performance and teacher feedback, the school returned to its original program. According to the school’s renewal application, departments also look at student work together to norm expectations.
- **Indicator d:** School leaders and staff described a variety of assessment tools to assess student growth toward standards, including the standardized MAP assessment, curriculum-based assessments, school-developed assessments, computer-based assessments, presentations and portfolios. Learning Expeditions also provided opportunities for cross-disciplinary performance tasks to demonstrate student learning.

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

- **Indicator a:** Launch has a clear Child Find process. In their focus group support staff described the use of data over time and heavy involvement of teachers in identifying students in need of additional support. They rely on a variety of data, including assessment results, such as MAP and iReady, anecdotal information and family input. School staff indicated that their identification process is aligned with the Committee on Special Education (CSE), with which they said they have

a good relationship. A student support team has a representative from each grade and reviews data to identify students for interventions and referral for evaluation.

- **Indicator b:** Launch offers self-contained 12:1:1 and integrated co-teaching (ICT) placements for students with special education learning needs. The 12:1:1 program is divided into Humanities and STEM classes. While it does not offer special education teacher support services (SETSS), most classes are co-taught, providing opportunities for small group and individual attention within the classroom. School staff described a range of strategies for meeting the special needs of their students, including extra time, chunking, visual and audio resources, and differentiated materials and delivery. School leaders noted that the Collaborative for Inclusive Education also provides a lot of tools for special education and ELL teachers to use in their classes. For emotional needs, the school has an in-house counseling team and uses an outside agency for OT, PT and speech. School staff noted that the district's vaccine mandate has made consistent supply of support services difficult. For ELL students, co-teachers use small group instruction, computer-based programs such as Duo Lingual, translated materials and bulletin boards, and hands on resources such as FOSS kits for science. In addition, some ELL students participate in Leveled Literacy Instruction (LLI), a reading remediation program. For behavior supports, the school provides both mandated and non-mandated counseling (the school hired its fourth social worker this year) and uses restorative practices to engage students and maintain their involvement in learning.
- **Indicator c:** According to student support staff, the special education staff develops "IEP at a glance" documents and shares them with teachers at the beginning of the year so they understand their students' special needs. Formal planning time is built into teachers' schedules each week to facilitate collaboration between co-teachers and support staff and the school provides explicit guidance on how to use that time effectively. In their focus group support staff and school leaders indicated this time used to review data, group students, and plan targeted intervention. Co-teaching teams do not have "lead teachers" but special education teachers are expected to modify curriculum and instructional strategies to meet the needs of students in their class.

Benchmark 3: Culture, Climate, and Student and Family Engagement

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Measures of Culture, Climate, and Student Engagement</i>	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁴</p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁵</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
2. <i>Behavior Management and Safety</i>	<p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses</p>

⁴ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttendanceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element

Indicators

	<p>a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>3. <i>Family Engagement and Communication</i></p>	<p>a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
<p>4. <i>Social-Emotional and Mental Health Supports</i></p>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the</p>

educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory with regard to this benchmark has been consistent with a Meets rating.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** The school has a strong student support team that includes social workers, a counselor, a restorative practices coordinator, and culture coordinator. Together they monitor student behaviors and work to ensure access to learning. School leaders indicated that attendance was approximately 92% at the time of the renewal site visit.
- **Indicator b:** In their focus group school leaders and support staff described the school’s shift to restorative justice and the resulting minimal use of suspensions to punish or manage student behavior. School culture staff reported that they no longer need to use suspensions, though if student behaviors were to threaten the community, they would use suspensions.
- **Indicator c:** According to school leaders during their focus group, the school makes use of the CSO 2021 Parent, Teacher, Student Survey data that is shared as well as school-developed surveys to gather feedback and input from students, families and staff.

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

- **Indicator a:** Launch eliminated its behavior point system and has committed to using restorative justice to inform its behavior management practices. In their focus group school leaders described a shift from a focus on maintaining order to building community and relationships, noting that school culture is something they “do with, not to students.” In their focus group culture team members said they had visited other schools and done extensive research on implementing restorative justice, which was maintained during remote learning and the transition back to in-person learning. Key practices include the use of circles, which allow for focused and sometimes difficult conversations during Crew. They also noted that circles using restorative justice principles are beginning to be used for learning activities in classroom as well.
- **Indicator b:** In their focus group student support staff members described a tiered approach to their restorative practices with the first tier being building strong relationships with students followed by the use of targeted interventions and reintegration strategies for individual students or groups.
- **Indicator c:** In their focus group students described the school as very safe, noting in particular the COVID-19 pandemic precautions in place when they returned to in-person learning. The CSO 2021 Parent Survey found that 92% of the 206 parents who responded believe the school provides a safe environment. The school had a high percentage of parent participation in this survey with 72% of families responding.
- **Indicator d:** In their focus group students described the blend of diverse cultures at the school and said they never experienced bullying at the school. School culture staff noted that October is anti-bullying month and bullying was a topic for discussions in Crew. In an observed 7th grade Crew class, students began the unit by writing and discussing their definitions of bullying. Students will also take over bulletin boards in October to promote an anti-bullying campaign. Finally, according

to the school's renewal application, "The Launch Parent Association also works with Launch staff and community groups to educate parents about how to detect signs of bullying, both in person and online, and how to address it." According to the CSO 2021 Parent, Teacher, Student Survey 88% of parents who responded believe the school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.

- **Indicator e:** Observed classrooms demonstrated purposeful lessons that effectively engaged students in learning. Students were generally attentive, responded to questions, and participated in the learning activities with minimal redirection. On the day of the renewal site visit there was no evidence of disruptive behavior, and the teachers maintained their time on task. In addition, according to the CSO 2021 Parent, Teacher, Student Survey 89% of parents who responded believe that classroom environments support learning and are generally free from disruption.

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

- **Indicator a:** In their focus group parents indicated that the school shares a lot of information with them, using phone, text, e-mails, robo-calls, newsletters and biannual student-led conferences to communicate with them. Students noted in their focus group that biweekly progress reports and student conferences to go over their grades. Parents also said these progress reports were helpful in understanding their child's performance and needs. According to the CSO 2021 Parent, Teacher, Student Survey 98% of parents who responded said they receive regular and timely information on their child's academic progress in their home language. The school's renewal application indicates that Launch "subscribes to a Vonage phone plan where every staff member is provided with a unique Launch phone number to call and text with families safely." Moreover, "In the 2020-2021 school year we hosted two telethons where our entire staff called nearly 100% of our families over the course of an afternoon to celebrate student achievement and growth." As a result, on the CSO 2021 Parent, Teacher, Student Survey 99% of parents who responded agreed with the statement "I have a clear idea how the school is educating my child."
- **Indicator b:** As noted above, parents describe multiple methods ensuring frequent communication between the school and families. The school hosts many academic and social events, including annual Back to School Night, Black History Celebration, and 8th Grade Graduation. Moreover, in their focus group parents felt they and their children have a voice in the school, citing school meetings and the Crew program as examples. According to the school's renewal application, "Crew leaders actively get to know families and serve as the main point person for family communication." Parents also noted a PTA and a parent on the board of trustees. Finally, the school has a parent coordinator who connects families with school staff and resources. For example, a panel was organized about restorative justice to share info with parents. According to the CSO 2021 Parent, Teacher, Student Survey 96% of parents who responded believe that the school provides opportunities for parent participation within the school community.
- **Indicator c:** Parents noted the frequent use of surveys to collect their input, including quarterly student belonging surveys, which school leaders felt were especially valuable during remote learning. In their focus group students felt that they can comfortably give feedback to their teachers and that the Crew program in particular made their voices heard. The CSO 2021 Parent, Teacher, Student Survey indicates that 98% of parents who responded believe the school seeks feedback from parents through surveys, meetings, or some other way. The school's renewal application indicates that "We use surveys, focus groups and individual conversations to ask families their opinions which inform schoolwide decision making. Families have played a key role in updating our Habits of Heart and Mind, the values that guide us at Launch, reviewing and strengthening our program offerings and safety policies during the pandemic, evaluating and

increasing our enrichment offerings and helping to set the vision for our proposed expansion to high school.”

- **Indicator d:** In their focus group parents felt the school is very responsive to their concerns. The school’s renewal application indicates the school uses a restorative justice approach to respond to family concerns, including the use of restorative circles. Launch also created a Community Advisory Committee (CAC) to explore plans for expanding to serve high school grades. For example, the CAC provided feedback on options for locating various grade spans at a new facility at Floyd Bennett Field and is vetting consultants for vision and values alignment.
- **Indicator e:** According to the school’s renewal application Launch hosts “three High Quality Work Protocols per year with our institutional partner, New York City Outward Bound. In a High-Quality Work Protocol, teachers submit high quality work samples from each content area... Partnering with NYC Outward Bound Schools (NYCOB) in this work helps us determine trends and ways to improve that we share out with the broader community.”
- **Indicator f:** According to the school’s renewal application, “Launch’s New York State exam participation rate has always exceeded 95%.” On the CSO 2021 Parent, Teacher, Student Survey 82% of parents who responded agreed that the school informs parents about how it performs compared to other schools in the district and New York State.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** A key element of the EL model is the Crew advisory program, which provides opportunities for social emotional development in small groups. According to the school’s renewal application “The curriculum for crew includes lessons on team building, making healthy choices, health, how to develop and maintain healthy relationships, becoming leaders in their school and home communities, in addition to many more lessons focused on social-emotional health and wellbeing. Additionally, students participate in a weekly block called SEL afternoon which provides us with another touchpoint to promote grade-wide social-emotional learning, celebrations of student growth, mindfulness and collaborations with community partners who promote healthy lifestyles like Fit4Dance.” The renewal application also noted the use of Habit targets in all classes; “Teachers read and unpack the targets with students and include time to reflect on kindness, collaboration, spirit, integrity and practice.” School leaders noted that social emotional learning was a priority during the pandemic when it was more challenging to see and identify student needs. School culture staff also noted the use of Mind & Body Matters curriculum. In their focus group school leaders described substantial efforts to “create an anti-racist school,” which included a focus on cultural relevant curriculum and instruction. They also noted numerous partnerships connecting students to their community, including Billion Oyster Project, Campaign Against Hunger, Aviator Sports and Cultural Arts Foundation.
- **Indicator b:** According to the school’s renewal application, “Each lesson in each subject not only has a Learning Target (objective) for the lesson, but teachers also design a Habit Target aligned to our school wide Habits of Heart and Mind. Student’s character growth is evaluated by mastery of the Habit targets. Students reflect on and discuss their character growth in crew and Social Emotional learning circles. Character growth is included on report cards and other formal reports shared with families and high schools.” The school also collected social emotional data via its Crew program. The school’s renewal application indicates that teachers “We design check-in questions and circle topics for Crew that help us get qualitative feedback from our students on how they are faring socially and emotionally.” In addition, program staff noted in their focus group the use of portfolios to measure growth in the Crew program. In their focus group student support staff described conducting needs assessments, which were particularly important during remote learning for identifying students in need of support groups and connecting families in temporary

housing with outside resources. In their focus group school leaders described regularly tracking and disaggregating social-emotional data. For example, they noted that surveys and observations during remote learning found that boys felt more connected than girls. As a result, support groups were developed as well as connections to an outside organization, Girls Inc.

- **Indicator c:** According to school leaders, the school closely monitors its programs, especially during the pandemic, to ensure students were able to participate fully in learning. The school's renewal application indicates "Our annual EL Education Implementation Review (IR) provides in-depth data on our climate and culture through an examination of student data, staff ratings, and leadership reflection. Our partners at NYC Outward Bound Schools provide us with an outside observation of the success of our implementation of EL Education practices." Based on focus group discussions and a review of the renewal application, Launch has a highly developed, rigorous and data-driven social-emotional development program that includes the Crew advisory program as well as schoolwide habits incorporated in all subject area lessons. The school has also fully shifted to using the restorative justice approach for school culture and behavior management, and for staff development and community relations as well. Finally, the school's renewal application indicates that social emotional data inform curriculum selections in humanities classes.
- **Indicator d:** According to school leaders during their focus group, the school has engaged in extensive professional development related to implementation of restorative justice practices and culturally relevant curriculum and instruction. This was corroborated by interviews with staff. The school's renewal application also noted sending staff to relevant training and workshops with The Collaborative for Inclusive Education.
- **Indicator e:** The school's McKinney-Vento coordinator is the Counseling Team Department Chair. According to the school's renewal application, "The coordinator is experienced and is well tuned into the economic and socio-emotional needs of students experiencing homelessness." Moreover, the school has a social work team of four that provided counseling, supports and referrals to students and their families. On the CSO 2021 Teacher Survey, 96% of teachers who responded said the school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.

Benchmark 4: Financial Condition

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

Finding: Meets

Over this charter term, the trajectory with regard to this benchmark has been consistent with a Meets rating.

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

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

Financial Condition

Launch appears to be in very good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements. The Charter School Office would like to note that no indication of Launch receiving a Paycheck Protection Program Loan was found in the 2021 audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Launch's 2020-2021 composite score is 2.92.

**Composite Scores
2016-2017 to 2020-2021**

Year	Composite Score
2016-2017	3.00
2017-2018	2.55
2018-2019	2.23
2019-2020	2.53
2020-2021	2.92

Benchmark 5: Financial Management

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

Finding: Meets

Over this charter term, the trajectory with regard to this benchmark has been consistent with a Meets rating.

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

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

NYSED CSO reviewed Launch's 2020-2021 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

However, the auditor had other observations and recommendations that are opportunities for strengthening internal control and/or operating efficiency. The school has not implemented a cybersecurity awareness training program or assessment. The auditor recommends that the School develop and implement an employee cybersecurity awareness program.

The auditor noted that the school maintained a balance of \$75,528 in the dissolution escrow account as of June 30, 2021. As this was the school's second year of the second renewal charter term, the school was required to have funded the escrow account \$100,000 by December 31, 2020. The escrow account was replenished to an amount equal to \$100,202 in September 2021. In an effort to ensure that the school is in compliance with the provisions of its charter, the auditor recommends that the school review its escrow fund on a periodic basis to determine it is in compliance with its charter.

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

Element

Indicators

1. *Board Oversight and Governance*

- a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
- b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
- c. The board demonstrates active oversight of the charter school’s management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
- d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and charter.
- e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
- f. The board engages in ongoing professional development.
- g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school’s charter.
- h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory with regard to this benchmark has been consistent with a Meets rating.

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

- **Indicator a:** The board evaluates itself annually at a board retreat. The board uses Board on Track tools to conduct annual self-evaluations and make changes to improve its performance as necessary. In their focus group board members offered as an example their rethinking of

committee structures. As an EL school, Launch also undergoes an annual external EL implementation review, which has demonstrated steady improvement, and board members noted a five-year plan to become credentialed by EL. The board also evaluates the school's executive director and board members during their focus group were familiar with their school leader's specific strengths and areas for growth. Finally, the renewal application indicates that the board evaluates partnerships "on an ongoing basis through committee meetings, and also as a full board at the annual meeting in June in conjunction with passing the budget for the following fiscal year."

- **Indicator b:** The school's board of trustees has ten members with a range of skills sets relevant to charter school governance, including education, legal, finance and organizational management. In addition, one member is affiliated with the national Expeditionary Learning Outward Bound organization. According to the school's renewal application, "During the most recent charter term, one board member left the board because she moved to Boston for work. Over the same time period, the school added or is the process of adding four high quality board members." Furthermore, "Launch utilizes a variety of methods in order to recruit high caliber board members. Most recently, this has focused on looking to our own community—including parents and community organizations—to ensure that our board is representative of the community of students and families that attend the school. Additionally, we utilize personal networks of current board members as well as formal board recruitment services such as the United Way BoardServeNYC and Board Assist." Given an ambitious high school expansion plan, the board acknowledged it needs more expertise in fundraising.
- **Indicator c:** The school's board of trustees utilizes monthly board meetings as well as committee meetings to conduct its oversight responsibilities. In their focus group board members described regular review of school outcome data, including disaggregated sub-group data, and said they are a "highly data obsessed board." The renewal application also noted regular review of financial and management reports, student work, external EL Implementation Reviews, and progress toward strategic plan goals. In their focus group board members demonstrated familiarity with student performance results and awareness of the school's outperformance of the local district and underperformance of state averages. In addition to state test results, board members also cited internal NWEA MAP and satisfaction survey results as sources of information to inform oversight. They also track the graduation rates of high schools to which their students matriculate and college acceptance and persistence. Board members provided an example of active oversight, noting data indicated that students in the 12:1:1 class were struggling in remote learning so the school increased live instruction.
- **Indicator d:** The board works closely with school management on strategic planning, most recently planning for the return to in-person learning and future expansion to the high school grades. According to board members during their focus group, the school has typically operated with three-year strategic plans. The school's last formal strategic plan ended in 2020, and the school has been focused on the immediate needs of remote learning and the return to in-person learning before adopting a new strategic plan for the future. Board members also indicated that their priorities have included mastering the distance teaching model, re-opening the school to in-person learning, and planning to expand the school to high school grades. In addition, board members identified equity as an ongoing priority.
- **Indicator e:** According to the school's renewal application, the school consults with outside legal counsel on review and revision of policies. Revisions are considered by committees, then submitted to the full board for review and approval. School staff work with consultants and organizations with experience in their respective sectors, including CSBM for finance and TriNet, a Professional Employer Organization (PEO). For example, the school's 2021 Self-Evaluation Tool

indicates they are working “with an HR firm to audit key policies and systems through an antiracist lens and make changes to build for equity.” Key policies, including the school’s Fiscal Policies and Procedures (FPP) manual and Employee Handbook are updated annually.

- **Indicator f:** According to the school’s renewal application “Launch has worked with its Governance Committee to identify skill gaps on the board that need to be filled, and then works to fill those needs.” For example, board members indicated during their focus group that they had received some training on equity issues.
- **Indicator g:** Board members demonstrated understanding of their governance responsibilities, including data-driven oversight and long-term planning. They described ongoing consultation with school staff and the school community with regard to plans for expansion. They also monitor and allocate resources based on school needs; for instance, they hired consultants to help with expansion planning so school leaders could maintain their focus on day-to-day operations of the current school. In addition, the school utilizes outside counsel with experience in the charter sector. Finally, the school’s renewal application indicates that the board carefully reviews feedback from authorizer evaluations and audits.
- **Indicator h:** In their focus group board members were familiar with the NYSED Charter School Performance Framework standards and the individual benchmarks.

Benchmark 7: Organizational Capacity

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

Finding: Meets

<i>Element</i>	<i>Indicators</i>
<p>1. <i>School Leadership</i></p>	<p>a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>
<p>2. <i>Professional Climate</i></p>	<p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p>
<p>3. <i>Contractual Relationships (if applicable)</i></p>	<p>a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p>

- b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory with regard to this benchmark has been consistent with a Meets rating.

1. Element: ***School Leadership:***

- **Indicator a:** The school has a robust leadership team that includes the executive director, director of finance, director of external affairs, head of school, assistant principals, director of instructional coaching, director of school operations, restorative justice coordinator and director of Crew. The school has a clear organizational chart and interviews with school leaders, staff and board members suggested clear priorities and goals, particularly with regards to returning to in-person learning after a year of remote instruction and addressing the academic and emotional needs of students during the pandemic. Moreover, according to the 2021 CSO Teacher Survey, 100% of teachers who responded agreed that the school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. In their focus group support staff appreciated the shared leadership model and felt the school grows people and welcomes diverse ideas.
- **Indicator b:** 97% of teachers believe the school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. In their focus group school leaders and staff described regular grade team, department, and whole-school meetings where information is shared, and issues are discussed.
- **Indicator c:** Data provided by the school indicate that 90% of administrators, 80% of all staff, and 70% of teachers returned this school year. With a new principal installed in 2019-2020 school year, a number of teachers chose to leave at the end of the school year, which was described by current school leaders as mutual decisions. In addition, Teach for America staff move on, but none have reportedly left for teaching positions at other schools. School leaders indicated that though staff have left over the charter term, they have not had to let anyone go for performance reasons. School leaders said they give teachers a long runway, i.e., time to improve or change, before parting ways. School leaders described improvements to their hiring process to ensure new hires are a good fit and said they spend a lot of time on hiring now, starting early in the year to hire for the next year. In addition to the principal and assistant principals, department chairs and co-teachers are involved in the hiring process.
- **Indicator d:** In their focus group school leaders demonstrated a clear understanding of the Performance Framework and associated benchmarks. They completed a self-evaluation that suggests reflection on their progress towards meeting the benchmarks as well as appropriate action planning. Interviews with school leaders revealed clear priorities and plans related to the school's mission, key design elements, academic achievement and social emotional development, and equity.

2. Element: **Professional Climate:**

- **Indicator a:** Interviews with school leaders, parents, staff and board member suggest clear roles and responsibilities. Staff could describe who provided supports and supervision; parents knew who to contact for various issues, including student support services. According to the CSO 2021 Parent, Teacher, Student Survey 96% of teachers who responded believe that roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.
- **Indicator b:** The school has a comprehensive professional development program in place, which includes training and coaching. School leaders described during their focus group a differentiated approach to supporting lesson plan development and instruction for teachers with different skill levels and experience as well as whole school trainings. The school's 2021 Self-Evaluation Tool notes that to support a differentiated coaching program "we hired a director of instructional coaching for equity and impact to manage our coaching program for teachers." The school uses external resources, including the Lavinia Group, NYC Outward Bound, and Center for Inclusive Education to provide training to staff. In addition to coaching one-on-one or co-teaching teams, instructional leaders use grade team and department meetings for staff development. In their focus group school leaders reported that they worked with an EL school designer to provide training to deans and faculty on restorative justice knowledge and skills, which began before the pandemic and continued through remote learning. School leaders noted weekly walk-throughs in classrooms and the use of a distance learning form to provide feedback on effective practices during remote learning due to the pandemic. Instructional leaders indicated that they also focus on universal supports and social emotional learning as part of staff development. Student support staff described ongoing needs assessments to inform staff development, as well as a lunch time series on differentiation for SWD and ELL students. Finally, on the CSO 2021 Parent, Teacher, Student Survey 94% of surveyed teachers agree that there are opportunities for professional growth at this school.
- **Indicator c:** At the time of the renewal site visit, the school was filling one position that was vacant because a teacher had refused to be vaccinated. They had filled a number of positions open this year because three people were promoted to leadership roles.
- **Indicator d:** Most classes are co-taught, many by a general education and a special education teacher team, which requires planning and collaboration. In addition, school leaders noted regular grade team and department meetings to share information and collaborate on planning. Student support staff indicated that they push in to classes to support individual students and communicate and coordinate regularly with classroom teachers. Finally, the CSO 2021 Parent, Teacher, Student Survey found that 100% of teachers who responded agree that the school has established procedures for effective collaboration among teachers.
- **Indicator e:** Launch has a formal teacher evaluation system in place. According to the NYSED 2021 Annual Survey, 100% of teachers who responded agreed that the school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. In addition, in their focus group school leaders described regular walk-throughs and observation of classroom instruction and review of lesson planning. The formal evaluation includes a mid-year and end-of year reflection and feedback process.
- **Indicator f:** In addition to regular informal conversations with staff, school leaders administer quarterly anonymous staff surveys, conduct monthly staff-manager meetings, and hold listening circles. In addition, the teacher evaluation process incorporates two-way conversations that provide supervisors with feedback as well.

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

- **Indicator a:** NA
- **Indicator b:** Launch works with the national Expeditionary Learning organization as well as NY Outward Bound. It utilizes the former for EL Implementation Reviews and is working towards EL certification through that process. The school also collaborates with other EL schools on student work protocols and data sharing. School leaders described an effective and useful relationship with these partner organizations and the school's renewal application noted ongoing sharing of information, collaborative reviews and trainings.

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory with regard to this benchmark has been consistent with a Meets rating.

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

- **Indicator a:** In their focus group, students were familiar the school’s mission and key design elements. They noted the focus on their academic achievement and preparation for the future as well as learning Launch Habits, such as kindness. They also noted extra-curricular and enrichment activities, as well as help with preparing for specialized high schools. Parents also described during their focus group the school’s mission as related to student achievement, building skills necessary for the future and building students at all levels. On the CSO 2021 Parent, Teacher, Student Survey, 93% of parents who responded felt the school is fulfilling its mission. Finally, focus groups with school leaders and board members both demonstrated a mission-driven organization, with a focus on developing the whole child and preparing students for successful futures and responsible citizenship. However, school leaders acknowledged the difficulty in achieving their mission in only three years of middle school. Thus, their plans to expand to high school grades, given them four additional years to work with students.
- **Indicator b:** Launch has remained committed to its original plan to implement an EL school. Its key design elements include EL Education Core Practices (Curriculum, Instruction, Culture and Character, Student-engaged Assessment, and Leadership) as well as the three dimensions of student achievement: Mastery of Knowledge and Skills, Character and High-Quality Work. The school is using EL curriculum resources and design practices, such as the EL ELA program and multi-discipline Learning Expeditions, and instruction is focused on student-centered learning. The school has continued to enhance its Crew program and uses Habits to enhance character and social emotional development. Leadership is demonstrated through the use of student ambassadors, who include students with disabilities, as well as student-directed learning and enrichment and extra-curricular learning opportunities. The school also makes extensive use of assessment and data, including academic performance, social emotional learning, and

performance tasks. For instance, the school’s 2021 Self-Evaluation Tool reports that “Students regularly present on their learning both during expeditions and project culminations and also in semi-annual student-led conferences.”

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory with regard to this benchmark has been consistently Approaching the standard. The school continues to recruit, enroll, and retain students with disabilities while closing the gap within a few percentage points in comparison to the district of location.

1. Element: **Target are met:**

- **Indicator a: NA**

2. Element: **Targets are not met:**

- **Indicator a:** The school is currently at 97% enrollment. School leaders reported enrollment at 276 on the day of the renewal site visit, with 27% SWD and 9% ELL enrollment. School leaders acknowledged that historically their SWD percentage was below that of the district of location, but they had closed the gap within 2 percentage points in 2020-2021 and, according to the school’s 2021 Self-Evaluation Tool, “the school serves, by far, the highest percentage of students with IEP’s compared to any other charter school in the district.” School leaders also pointed out that they enroll a greater proportion of high needs SWDs in their self-contained 12:1:1 classes

than in the district of location, city and other charter schools. Similarly, the school's renewal application indicates that "nearly 100% of our students with IEPs receive special education services at or near the highest levels." The school also noted that they have increased their ELL enrollment from approximately 4% to 6% and increased their ED enrollment from 88% to 91%.

- **Indicator b:** School leaders described ongoing outreach to district of location and charter elementary schools. This includes:
 - sharing of information about the services for special populations, such as a webinar on the school's co-teaching, ICT and 12:1:1 models.
 - They highlight the fact that the school offers 12:1:1 setting for SWD students, something not available in most other charter schools.
 - According to the school's renewal application, "Recruitment strategies include several in-person and online recruitment events, organic and paid social media posts, two direct mailings to rising 6th grade families in Brooklyn advertising the success of our programs for special populations, attending middle school fairs (when possible), advertising on bus stops in the area, building relationships with community youth organizations that can promote Launch and our programming for SWD and ELL students, and maintaining welcoming and individualized customer service when families reach out to inquire about Launch."
 - During the pandemic they conducted virtual recruitment events and used breakout rooms to address questions about special education. Student ambassadors who have IEPs also talk about their experiences at Launch.
 - School leaders also noted outreach to ELL communities, including to a growing population from Yemen. The school's website can be translated into multiple languages, and school staff have targeted partner schools that serve large numbers of ELL schools.
- **Indicator c:** School leaders were familiar with their student demographics and aware of the dynamics of their community as it relates to recruitment and enrollment. The school's renewal application also indicates that school leaders "uses comparative and longitudinal data both with our school district as well as with the charter center to evaluate recruitment and outreach strategies and program serves for special populations students."

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ol style="list-style-type: none">a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory with regard to this benchmark has been consistent with a Meets rating.

1. Element: **Legal Compliance:**

- **Indicator a:** At the time of the renewal site visit there was no evidence that the school was out of compliance with its charter or local, state or federal laws and regulations.
- **Indicator b:** One corrective action was taken or required over the course of the current charter term. The school received a letter in February 2020 outlining academic and enrollment target deficiencies. They provided a corrective action plan which was discussed subsequently. The school has made significant efforts and is within just a few percentage points of closing the gap and serving a comparable number of students with disabilities. During the 2019-2020 school year, leadership stated the school was not completing full fingerprint clearances for new hires. It was clearing candidates through the NYCDoE, not NYSED Teach. Upon realizing its misunderstanding,

leadership created new policies and procedures to address the problem prior to NYSED needing to take action.

- **Indicator c:** According to the school’s renewal application, “The school contracts with the NYC Charter Center to produce two teacher certification reports per year for all Launch staff. Based on this report, Launch then meets individually with each teacher to map out a plan for certification. Launch pays for all required tests. Launch also supports teachers in attending Masters’ degree programs to achieve certification.”
- **Indicator d:** The school has sought and received approval for material changes, including delay of opening its high school grades and enrollment changes.
- **Indicator e:** The school has maintained enrollment within the parameters established by its charter.
- **Indicator f:** According to school leader and board focus groups, the school utilizes outside legal counsel to review policies and documents. It also employs a consultant in a number of areas to assist with review and revision of key policies.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

LAUNCH EXPEDITIONARY LEARNING CHARTER SCHOOL

BEDS Code

331600861003

2020-2021 Enrollment

287

ESEA Accountability Designation (2019-2020):

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

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT #16
Total Public School Enrollment of Resident Students attending Charter Schools:	32%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	Middle
Address:	1580 DEAN ST-3RD FL BROOKLYN NY 11213
Website:	www.launchschool.net
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BROOKLYN
Regent:	KATHLEEN M. CASHIN
Active Date:	7/1/2012
Authorizer:	NYS BOR
CEO:	GEOFFREY ROEHM
CEO Phone:	(718) 604-6910
CEO Email:	groehm@launchschool.org
BOT President:	JONATHAN HARBER
BOT President Phone:	(718) 604-6910
BOT President Email:	jonathan.d.harber@gmail.com

BoR Charter School Office Information

Regional Liaison:	Kimberly Santiago
Performance Framework:	2019
Current Term:	7/1/19-6/30/22
2017-2018	Check-in
2018-2019	Renewal
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Renewal

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	288	206	72%
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	-	29	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

LAUNCH EXPEDITIONARY LEARNING CHARTER SCHOOL

2019-2020

LAUNCH EXPEDITIONARY LEARNING CS		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
Middle School	+/- 5	BAYCHESTER MIDDLE SCHOOL	+1	+11	-1	.
		FDA VIII MIDDLE SCHOOL	-13	-3	-23	.
		HAWTREE CREEK MIDDLE SCHOOL	-13	-10	-44	.
		MS 35 STEPHEN DECATUR	-6	-3	-34	.
		MS 907	-6	+2	.	.
		ONE WORLD MS AT EDENWALD	-9	-10	-32	.
		Mean	-8	-2	-27	.
	+/- 7.5	BEDFORD STUY COLLEGIATE CHARTER SCH	-16	-40	.	.
		BRONX ALLIANCE MIDDLE SCHOOL	+16	+15	.	.
		CATHERINE & COUNT BASIE MS 72	+8	+12	+15	.
		CLARY MIDDLE SCHOOL	+22	+19	+28	.
		COMMUNITY ACTION SCHOOL-MS 258	-8	-9	-40	.
		EAST MIDDLE SCHOOL	+19	+14	+6	.
		FORT GREEN PREPARATORY ACADEMY	+10	+11	+1	.
		GASKILL PREPARATORY SCHOOL	+15	+10	-20	.
		HAROLD T WILEY SCHOOL	-3	-17	.	.
		IS 211 JOHN WILSON	-4	+6	-64	.
		IS 340	-14	-15	+10	.
		IS 364 GATEWAY	+5	+12	+9	.
		JHS 226 VIRGIL I GRISSOM	-2	-1	+3	.
		KAPPA V	+8	+13	+18	.
		MOTT HALL BRIDGES ACADEMY	+3	-7	+3	.
		MS 113 RONALD EDMONDS LEARNING CTR	+8	+5	-10	.
		RONALD EDMONDS LEARNING CTR II	+1	-16	+10	.
	SCHOOL OF INTEGRATED LRNING (THE)	-27	-28	+18	.	
	SCIENCE & MEDICINE MIDDLE SCHOOL	-4	+2	-7	.	
	TROY MIDDLE SCHOOL	+3	+1	-9	.	
	WATERSIDE SCHOOL FOR LEADESHIP	-6	-2	-13	.	
	YONKERS MIDDLE SCHOOL	+5	-3	.	.	
	Mean	+2	-1	-2	.	
		BENJAMIN TURNER MIDDLE SCHOOL	+13	+16	.	.
		COLLABORATIVE ARTS MIDDLE SCHOOL	-3	+3	-11	.
		DANFORTH MIDDLE SCHOOL	+29	+23	+25	.
EAST FLATBUSH COMM RESEARCH SCHOOL		+13	+9	+15	.	
EAST LOWER SCHOOL		+21	+19	+11	.	
EMERSON SCHOOL (THE)		-1	0	+22	.	
GEORGE WASHINGTON MIDDLE SCHOOL		+7	+5	-10	.	
IS 181 PABLO CASALS		-16	-10	+18	.	
IS 61 WILLIAM A MORRIS		-3	+2	+8	.	
JHS 131 ALBERT EINSTEIN		+5	+4	-9	.	
JHS 383 PHILIPPA SCHUYLER		-26	-21	-14	.	
JHS 57 WHITELAW REID		+1	+19	-3	.	
JOHN ERICSSON MIDDLE SCHOOL 126		+5	-1	-7	.	

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

+/- 10	JONAS BRONCK ACADEMY	-29	-24	.	.
	KAPPA III	-4	-5	-2	.
	KAPPA VI	-22	-29	.	.
	KEY COLLEGIATE CHARTER SCHOOL	-4	-6	-53	.
	MIDDLE SCHOOL FOR ART AND PHILOSOPHY	-2	+5	+1	.
	MOTT HALL III	-33	-28	-39	.
	MOTT HALL IV	+18	+22	+8	.
	MS 266 PARK PLACE COMMUNITY MS	+4	+2	-7	.
	MS 267 MATH, SCIENCE & TECHNOLOGY	-5	-17	-3	.
	NEW HEIGHTS MIDDLE SCHOOL	+7	+8	0	.
	ONEIDA MIDDLE SCHOOL	+8	+12	+9	.
	RENAISSANCE SCHOOL OF THE ARTS	-2	+3	.	.
	RIVERDALE AVENUE MIDDLE SCHOOL	+5	+9	-19	.
	SALMON RIVER MIDDLE SCHOOL	+8	+6	0	.
	SCHOOL OF THE FUTURE BROOKLYN	+20	+19	+23	.
	SOUNDVIEW ACADEMY	+3	-3	-16	.
	WEST PREP ACADEMY	-6	+2	.	.
	WILLIAMSBURG COLLEGIATE CHRTR SCH	-15	-42	.	.
		Mean	-0	+0	-2
	Mean	-0	-0	-5	.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

LAUNCH EXPEDITIONARY LEARNING CHARTER SCHOOL

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

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

Launch Expeditionary Learning CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	34%	14%	38%	30%	28%	14%	22%	28%
2016-2017	40%	21%	10%	39%	25%	7%	8%	27%
2017-2018	50%	36%	46%	50%	37%	24%	8%	38%
2018-2019	43%	27%	50%	43%	35%	21%	18%	34%

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

2022 NYSED Charter School Information Dashboard

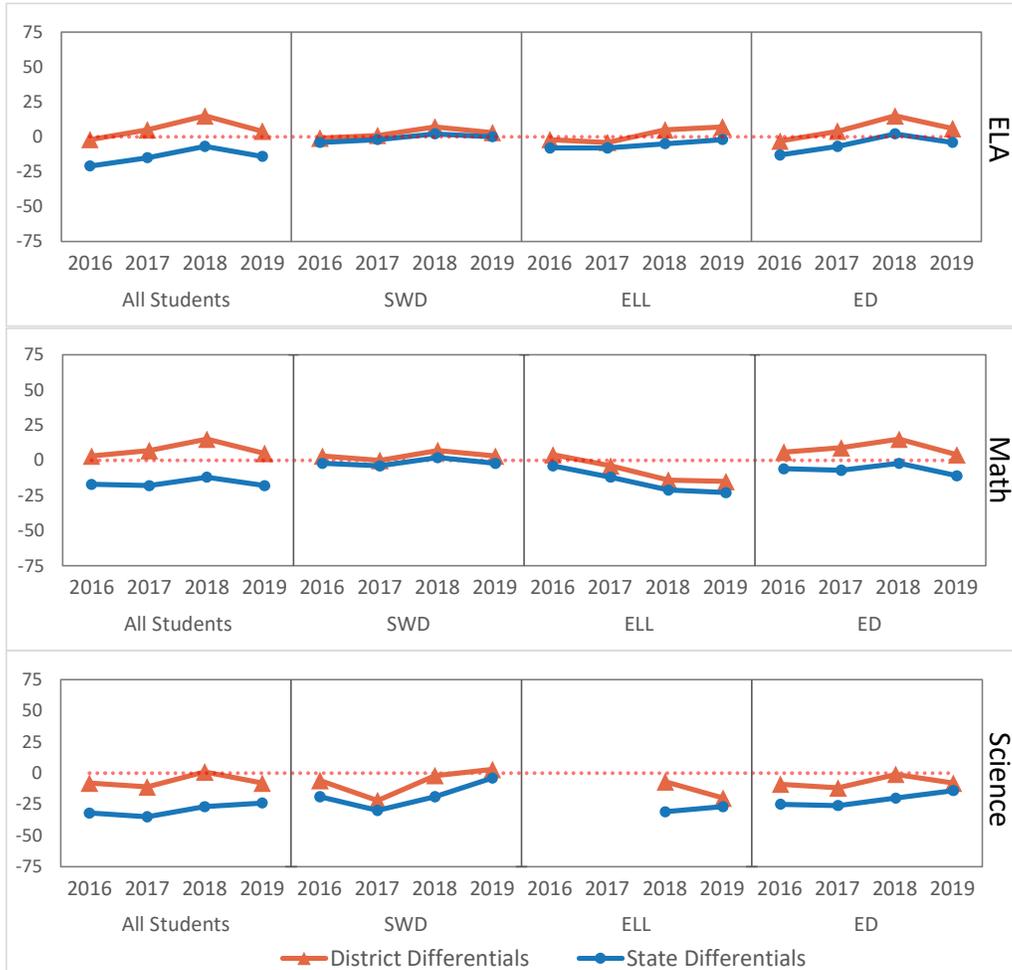
Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time

Comparison of

Launch Expeditionary Learning Charter School and New York City CSD 16



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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	NYS	Differential to NYS	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	NYS	Differential to NYS	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	NYS	Differential to NYS
All Students	2015-2016	16%	18%	-2	37%	-21	17%	14%	+3	34%	-17	28%	36%	-8	60%	-32
	2016-2017	25%	20%	+5	40%	-15	16%	9%	+7	34%	-18	23%	34%	-11	58%	-35
	2017-2018	39%	24%	+15	46%	-7	28%	13%	+15	40%	-12	31%	30%	+1	58%	-27
	2018-2019	31%	27%	+4	45%	-14	24%	19%	+5	42%	-18	31%	39%	-8	55%	-24
SWD	2015-2016	4%	5%	-1	8%	-4	6%	3%	+3	8%	-2	12%	18%	-6	31%	-19
	2016-2017	8%	7%	+1	10%	-2	5%	5%	0	9%	-4	0%	22%	-22	30%	-30
	2017-2018	16%	9%	+7	14%	+2	14%	7%	+7	12%	+2	13%	15%	-2	32%	-19
	2018-2019	13%	10%	+3	13%	0	11%	8%	+3	13%	-2	25%	22%	+3	29%	-4
ELL	2015-2016	0%	2%	-2	8%	-8	10%	6%	+4	14%	-4	-	-	-	-	-
	2016-2017	0%	4%	-4	8%	-8	0%	4%	-4	12%	-12	-	-	-	-	-
	2017-2018	15%	10%	+5	20%	-5	0%	14%	-14	21%	-21	0%	7%	-7	31%	-31
	2018-2019	17%	10%	+7	19%	-2	0%	15%	-15	23%	-23	0%	20%	-20	27%	-27
ED	2015-2016	14%	17%	-3	27%	-13	18%	12%	+6	24%	-6	25%	34%	-9	50%	-25
	2016-2017	23%	19%	+4	30%	-7	17%	8%	+9	24%	-7	23%	35%	-12	49%	-26
	2017-2018	38%	23%	+15	36%	+2	28%	13%	+15	30%	-2	29%	30%	-1	49%	-20
	2018-2019	31%	25%	+6	35%	-4	22%	18%	+4	33%	-11	32%	40%	-8	46%	-14

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	NYS	Differential to NYS	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	NYS	Differential to NYS	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	19%	13%	+6	34%	-15	18%	10%	+8	40%	-22	-	-	-	-	-
	2016-2017	17%	13%	+4	32%	-15	20%	8%	+12	40%	-20	-	-	-	-	-
	2017-2018	41%	23%	+18	49%	-8	36%	13%	+23	44%	-8	-	-	-	-	-
	2018-2019	27%	24%	+3	47%	-20	17%	19%	-2	47%	-30	-	-	-	-	-
Grade 7	2015-2016	11%	16%	-5	35%	-24	22%	13%	+9	36%	-14	-	-	-	-	-
	2016-2017	29%	20%	+9	42%	-13	21%	10%	+11	38%	-17	-	-	-	-	-
	2017-2018	29%	21%	+8	40%	-11	25%	12%	+13	41%	-16	-	-	-	-	-
	2018-2019	32%	24%	+8	40%	-8	41%	22%	+19	43%	-2	-	-	-	-	-
Grade 8	2015-2016	18%	24%	-6	41%	-23	13%	17%	-4	24%	-11	28%	36%	-8	60%	-32
	2016-2017	28%	28%	0	45%	-17	7%	9%	-2	22%	-15	23%	34%	-11	58%	-35
	2017-2018	48%	28%	+20	48%	0	26%	15%	+11	30%	-4	31%	30%	+1	58%	-27
	2018-2019	34%	32%	+2	48%	-14	16%	15%	+1	33%	-17	31%	39%	-8	55%	-24

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	NYS	Differential to NYS	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	NYS	Differential to NYS	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	4%	4%	0	7%	-3	4%	4%	0	11%	-7	-	-	-	-	-
	2016-2017	8%	4%	+4	7%	+1	4%	5%	-1	11%	-7	-	-	-	-	-
	2017-2018	25%	10%	+15	16%	+9	20%	7%	+13	14%	+6	-	-	-	-	-
	2018-2019	7%	12%	-5	15%	-8	4%	10%	-6	15%	-11	-	-	-	-	-
Grade 7	2015-2016	4%	6%	-2	7%	-3	8%	2%	+6	8%	0	-	-	-	-	-
	2016-2017	11%	6%	+5	11%	0	11%	4%	+7	9%	+2	-	-	-	-	-
	2017-2018	15%	6%	+9	12%	+3	11%	5%	+6	12%	-1	-	-	-	-	-
	2018-2019	18%	8%	+10	10%	+8	27%	10%	+17	12%	+15	-	-	-	-	-
Grade 8	2015-2016	5%	7%	-2	9%	-4	5%	4%	+1	6%	-1	12%	18%	-6	31%	-19
	2016-2017	4%	10%	-6	13%	-9	0%	5%	-5	5%	-5	0%	22%	-22	30%	-30
	2017-2018	12%	13%	-1	16%	-4	11%	9%	+2	9%	+2	13%	15%	-2	32%	-19
	2018-2019	15%	9%	+6	15%	0	4%	4%	0	10%	-6	25%	22%	+3	29%	-4

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	NYS	Differential to NYS	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	NYS	Differential to NYS	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	NYS	Differential to NYS
Grade 7	2016-2017	0%	0%	0	8%	-8	0%	0%	0	12%	-12	-	-	-	-	-
	2017-2018	0%	15%	-15	15%	-15	0%	10%	-10	20%	-20	-	-	-	-	-
Grade 8	2017-2018	17%	11%	+6	20%	-3	0%	10%	-10	18%	-18	0%	7%	-7	31%	-31
	2018-2019	20%	11%	+9	19%	+1	0%	5%	-5	21%	-21	0%	20%	-20	27%	-27

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	NYS	Differential to NYS	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	NYS	Differential to NYS	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	16%	14%	+2	25%	-9	18%	10%	+8	28%	-10	-	-	-	-	-
	2016-2017	16%	13%	+3	23%	-7	19%	7%	+12	28%	-9	-	-	-	-	-
	2017-2018	40%	23%	+17	39%	+1	36%	12%	+24	32%	+4	-	-	-	-	-
	2018-2019	26%	20%	+6	37%	-11	15%	17%	-2	36%	-21	-	-	-	-	-
Grade 7	2015-2016	9%	16%	-7	25%	-16	21%	13%	+8	25%	-4	-	-	-	-	-
	2016-2017	26%	19%	+7	31%	-5	22%	9%	+13	26%	-4	-	-	-	-	-
	2017-2018	30%	20%	+10	31%	-1	25%	11%	+14	30%	-5	-	-	-	-	-
	2018-2019	31%	23%	+8	30%	+1	38%	23%	+15	32%	+6	-	-	-	-	-
Grade 8	2015-2016	16%	21%	-5	31%	-15	14%	15%	-1	19%	-5	25%	34%	-9	50%	-25
	2016-2017	27%	28%	-1	37%	-10	8%	10%	-2	18%	-10	23%	35%	-12	49%	-26
	2017-2018	47%	27%	+20	39%	+8	25%	16%	+9	25%	0	29%	30%	-1	49%	-20
	2018-2019	36%	31%	+5	39%	-3	16%	14%	+2	28%	-12	32%	40%	-8	46%	-14

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

LAUNCH EXPEDITIONARY LEARNING CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

LAUNCH EXPEDITIONARY LEARNING CHARTER SCHOOL

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

Not applicable to this charter school

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

Not applicable to this charter school

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

LAUNCH EXPEDITIONARY LEARNING CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Launch Expeditionary Learning CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	302	321	106%
2017-2018	302	310	103%
2018-2019	310	310	100%
2019-2020	310	302	97%
2020-2021	310	287	93%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District
2016-2017	28%	35%	-7	5%	9%	-4	88%	90%	-2
2017-2018	27%	37%	-10	4%	8%	-4	95%	91%	+4
2018-2019	26%	35%	-9	4%	7%	-3	89%	90%	-1
2019-2020	27%	35%	-8	4%	6%	-2	88%	90%	-2
2020-2021	28%	47%	-19	10%	8%	+2	92%	91%	+1

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District	Launch Expeditionary Learning CS	NYC CSD 16	Differential to District
2016-2017	85%	82%	+3	82%	83%	-1	88%	82%	+6	86%	81%	+5
2017-2018	91%	81%	+10	90%	81%	+9	91%	78%	+13	92%	81%	+11
2018-2019	83%	87%	-4	85%	86%	-1	86%	83%	+3	82%	87%	-5
2019-2020	85%	85%	0	88%	82%	+6	100%	89%	+11	84%	85%	-1
2020-2021	88%	90%	-2	88%	90%	-2	100%	90%	+10	88%	90%	-2

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

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

Not applicable to this charter school

Notes

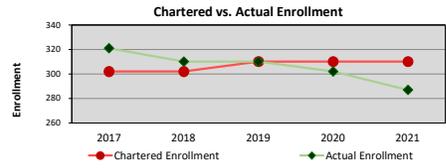
- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*



Charter School Fiscal Accountability Summary

LAUNCH EXPEDITIONARY LEARNING CHARTER SCHOOL

	2016-17	2017-18	2018-19	2019-20	2020-21
Grades Served	6-8	6-8	6-8	6-8	6-8
Maximum Chartered Grades Served	6-8	6-8	6-8	6-8	6-8
Chartered Enrollment	302	302	310	310	310
Maximum Chartered Enrollment	310	310	310	310	310
Actual Enrollment	321	310	310	302	287



Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

ASSETS

Current Assets

	2016-17	2017-18	2018-19	2019-20	2020-21
Cash and Cash Equivalents	2,019,567	2,310,432	1,944,123	2,122,663	2,511,787
Grants and Contracts Receivable	235,148	138,491	121,968	177,222	283,464
Prepaid Expenses	-	81,119	-	56,976	120,355
Other Current Assets	127,032	-	88,888	-	-
Total Current Assets	2,381,747	2,530,042	2,154,979	2,356,861	2,915,606

Non-Current Assets

	2016-17	2017-18	2018-19	2019-20	2020-21
Property, Building and Equipment, net	595,692	548,937	499,964	339,157	274,852
Restricted Cash	75,263	75,300	75,335	75,477	75,528
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	670,955	624,237	575,299	414,634	350,380
Total Assets	3,052,702	3,154,279	2,730,278	2,771,495	3,265,986

LIABILITIES and NET ASSETS

Current Liabilities

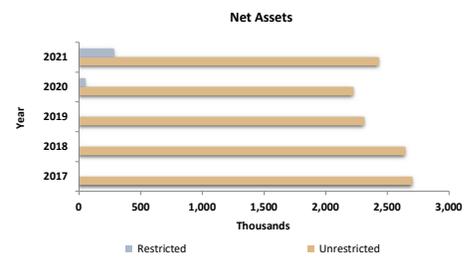
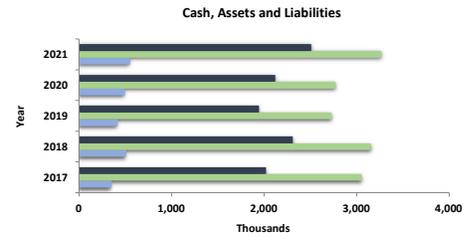
	2016-17	2017-18	2018-19	2019-20	2020-21
Accounts Payable and Accrued Expenses	57,131	211,843	111,907	96,427	151,250
Accrued Payroll and Payroll Taxes	273,708	274,462	289,729	400,252	399,446
Due to Related Parties	-	-	-	-	-
Refundable Advances	20,197	22,989	15,680	-	-
Other Current Liabilities	-	-	-	-	-
Total Current Liabilities	351,036	509,294	417,316	496,679	550,696

Long-Term Liabilities

	2016-17	2017-18	2018-19	2019-20	2020-21
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	-	-	-	-	-
Total Liabilities	351,036	509,294	417,316	496,679	550,696

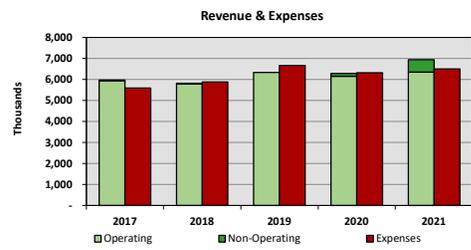
NET ASSETS

	2016-17	2017-18	2018-19	2019-20	2020-21
Unrestricted	2,701,666	2,644,985	2,312,962	2,224,816	2,431,011
Restricted	-	-	-	50,000	284,279
Total Net Assets	2,701,666	2,644,985	2,312,962	2,274,816	2,715,290
Total Liabilities and Net Assets	3,052,702	3,154,279	2,730,278	2,771,495	3,265,986



OPERATING REVENUE

	2016-17	2017-18	2018-19	2019-20	2020-21
State and Local Per Pupil Revenue - Reg. Ed	4,369,678	4,262,935	4,730,127	4,624,435	4,613,013
State and Local Per Pupil Revenue - SPED	1,291,603	1,209,997	1,289,962	1,252,344	1,296,885
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	250,732	287,382	252,854	252,149	416,587
State and City Grants	25,036	23,682	23,196	23,744	23,726
Other Operating Income	-	-	36,716	-	-
Total Operating Revenue	5,937,049	5,783,996	6,332,855	6,152,672	6,350,211



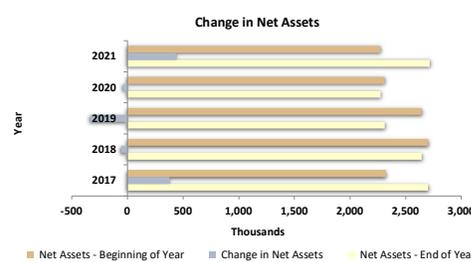
EXPENSES

Program Services

	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Education	2,644,550	3,368,543	3,632,585	3,435,212	3,557,313
Special Education	2,466,256	1,967,701	2,222,686	2,135,442	2,268,497
Other Expenses	-	-	-	-	-
Total Program Services	5,110,806	5,336,244	5,855,271	5,570,654	5,825,810

Supporting Services

	2016-17	2017-18	2018-19	2019-20	2020-21
Management and General	470,984	516,731	691,736	632,537	536,364
Fundraising	8,109	28,804	117,871	120,047	145,759
Total Support Services	479,093	545,535	809,607	752,584	682,123
Total Expenses	5,589,899	5,881,779	6,664,878	6,323,238	6,507,933
Surplus/Deficit from Operations	347,150	(97,783)	(332,023)	(170,566)	(157,722)



SUPPORT AND OTHER REVENUE

	2016-17	2017-18	2018-19	2019-20	2020-21
Interest and Other Income	999	8,169	-	6,216	2,472
Contributions and Grants	30,055	32,933	-	126,204	595,724
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	-	-
Total Support and Other Revenue	31,054	41,102	-	132,420	598,196
Change in Net Assets	378,204	(56,681)	(332,023)	(38,146)	440,474
Net Assets - Beginning of Year	2,323,462	2,701,666	2,644,985	2,312,962	2,274,816
Net Assets - End of Year	2,701,666	2,644,985	2,312,962	2,274,816	2,715,290

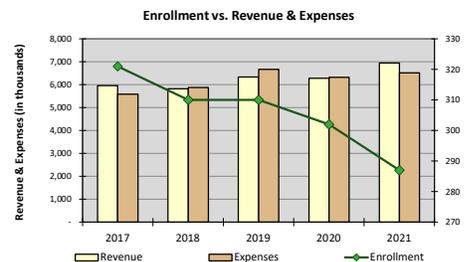
REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

	2016-17	2017-18	2018-19	2019-20	2020-21
Operating	18,495	18,658	20,429	20,373	22,126
Support and Other Revenue	97	133	-	438	2,084
Total Revenue	18,592	18,791	20,429	20,812	24,210

Expenses - Per Pupil

	2016-17	2017-18	2018-19	2019-20	2020-21
Program Services	15,922	17,214	18,888	18,446	20,299
Management and General, Fundraising	1,493	1,760	2,612	2,492	2,377
Total Expenses	17,414	18,973	21,500	20,938	22,676
% of Program Services	91.4%	90.7%	87.9%	88.1%	89.5%
% of Management and Other	8.6%	9.3%	12.1%	11.9%	10.5%
% of Revenue Exceeding Expenses	6.8%	-1.0%	-5.0%	-0.6%	6.8%

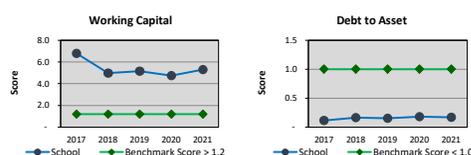


FINANCIAL COMPOSITE SCORE

	2016-17	2017-18	2018-19	2019-20	2020-21
Composite Score	3.00	2.55	2.23	2.53	2.92
BENCHMARK and FINDING: Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

	2016-17	2017-18	2018-19	2019-20	2020-21
Net Working Capital	2,030,711	2,020,748	1,737,663	1,860,182	2,364,910
Working Capital (Current) Ratio	6.8	5.0	5.2	4.7	5.3
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard				

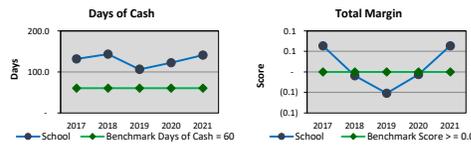


DEBT TO ASSET

	2016-17	2017-18	2018-19	2019-20	2020-21
Debt to Asset Ratio	0.1	0.2	0.2	0.2	0.2
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard				

CASH POSITION

	2016-17	2017-18	2018-19	2019-20	2020-21
Days of Cash	131.9	143.4	106.5	122.5	140.9
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard				



TOTAL MARGIN

	2016-17	2017-18	2018-19	2019-20	2020-21
Total Margin Ratio	0.1	(0.0)	(0.1)	(0.0)	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard

AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

STATEMENT OF ACTIVITIES

FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS