



New York State Education Department

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

Edmund W. Gordon Brooklyn Laboratory Charter School

Renewal Site Visit Dates: November 15-16, 2022

Date of Final Draft Report: April 4, 2023

Date of Final Report: April 17, 2023

Date of Revised Final Report (BM 1 ONLY): May 19, 2023

[Charter School Office](#)

89 Washington Avenue

Albany, New York 12234

charterschools@nysed.gov

518-474-1762

Table of Contents

SCHOOL DESCRIPTION	4
METHODOLOGY	7
BENCHMARK ANALYSIS	9
SUMMARY OF FINDINGS.....	11
BENCHMARK 1: STUDENT PERFORMANCE.....	12
BENCHMARK 2: TEACHING AND LEARNING.....	13
BENCHMARK 3: CULTURE, CLIMATE, AND FAMILY ENGAGEMENT	18
BENCHMARK 4: FINANCIAL CONDITION.....	22
BENCHMARK 5: FINANCIAL MANAGEMENT	24
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE	25
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	28
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	32
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION	34
BENCHMARK 10: LEGAL COMPLIANCE	36

ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

ATTACHMENT 3: 2021 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS

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

SCHOOL DESCRIPTION

Name of Charter School	Edmund W. Gordon Brooklyn Laboratory Charter School
Board Chair	Martha (Mickey) Revenaugh
District of location	NYC CSD 13
Opening Date	Fall 2018
Charter Terms	September 1, 2018 - June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	Grades 6-12 / 460 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6-8 / 460 students
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • 77 Sands Street, Brooklyn, NY 11201 - Private Space¹ • 240 Jay Street, Brooklyn, NY 11201- Private Space
Mission Statement	<i>Edmund W. Gordon Brooklyn Laboratory Charter School prepares students — including students with disabilities, English language learners, and over-age under-credited students — with the academic, applied science, and leadership skills necessary to excel in college and professional life as they grow as ethical leaders.</i>
Key Design Elements	<ul style="list-style-type: none"> • Rigorous, college-prep curriculum that develops habits of success • Entrepreneurial learning • Warm/demanding culture of high expectations • Accelerated learning powered by innovative human capital • Extended and personalized learning • Harnessing the assets of our community • A focus on argumentation across the curriculum • Next generation assessment and data-driven instruction
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	<ul style="list-style-type: none"> • Decrease its grade span to remove Grade 9 through Grade 12 from its current Grade 6 through Grade 12 configuration beginning in the 2023-2024 school year.

Charter School Summary²

Noteworthy: At Edmund W. Gordon Brooklyn Laboratory Charter School (EWGBLCS), LAB Fellows provide small-group instruction and tutoring to help students master literacy and math skills as well as habits of success using a high-dosage methodology. The use of this small-group instruction leads to instructional differentiation and allows for Fellows’ varied support and

¹ The school’s Spring 2022 Check-In Site Visit memo indicates: (1) Primary Classroom for Grades 7-12, and after-school programming for Grades 6-12 @ 77 Sands Street, Brooklyn NY 11201, and (2) Primary Classroom for Grade 6, and physical education and after-school programming for Grades 6-12 @ 240 Jay Street, Brooklyn NY 11201.

² The information in this section was provided by the NYS Education Department Charter School Office.

analysis. At the middle school level, students receive small-group instruction for both math and literacy. Fellows work to analyze student data and diagnose gaps so they can help students advance on core content and essential skills or remediate any gaps that may be present. This program provides students an individualized learning experience. EWGBLCS also creates a pipeline of educators for its school by supporting LAB Fellows as they work toward earning a master's degree in teaching at Relay and an NYU teaching residency.

Renewal Outcomes

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

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

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

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

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	Grade 6	Grades 6-7, 9	Grades 6-10	Grades 6-11	Grades 6-12
Total Approved Enrollment	90	249	360	415	460

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School³

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
Grade Configuration	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6-8
Total Proposed Enrollment	460	460	460	460	460

METHODOLOGY

Purpose of the Renewal Report

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

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

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO

³ This proposed chart was submitted by Edmund W. Gordon Brooklyn Laboratory Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day in-person renewal site visit was conducted at EWGBLCS on November 15-16, 2022. NYSED's CSO team conducted interviews with the board of trustees, school leadership team, student support staff, parents, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents.

The team conducted twelve classroom observations in Grades 6-11. The observations were approximately 20 minutes in length and conducted jointly with senior leadership. 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 2022-2023 organizational chart;**
- **A 2022-2023 master school schedule;**
- **2021-2022 School's Action Plan**
- **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;**
- **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 2022 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, midterm, renewal);**
- **School's SY 22-23 renewal application;**
- **School's September 30, 2020 and March 2 Corrective Action Plans (CAP); and**
- **Any supplementary evidence or data submitted to NYSED by the school.**

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

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

For the site visit conducted from November 15-16, 2022 at EWGBLCS, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Rating⁴**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Approaches
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

⁴ 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

- EWGBLCS is in year four of operation and serves students in Grades 6-12. During its current charter term, the school is rated in the following manner: meeting five benchmarks and approaching five benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths:**

EWGBLCS serves a student body comprised of what it refers to as “complex learners.” The school continues to enroll higher numbers of students with disabilities (SWDs) and economically disadvantaged (ED) students when compared to NYC CSD 13, the school’s district of location. Since the start of the 2022-2023 school year, EWGBLCS has undergone significant changes at both the middle and high school level organizationally, culturally, and with regard to teaching and learning. Organizationally, the school has hired a new chief executive officer (CEO) and two new co-principals at the high school. The school also has a new team of social workers and is prioritizing culture and climate through student and family engagement. Finally, the school has undergone a significant turnover in teaching staff, and in response, leadership has focused on providing weekly coaching to teachers, tailored professional development, and opportunities to provide differentiated instruction through high-dosage tutoring since the start of this school year.

- **Summary of Areas in Need of Improvement:**

EWGBLCS has experienced significant turnover at the school throughout the charter term, at both the school and board level. This fall, three board members resigned or declined to serve an additional term. Around the same time, four new trustees were approved by the NYSED. The board is working toward engaging in a formal strategic planning and goal-setting process. During this initial charter term, the school struggled to maintain consistency in the presentation and implementation of its Key Design Elements (KDEs). Last year, the school officially revised its KDEs (which the CSO approved in April 2022) and this year, the board and leadership have been working to fully implement them. The board and leadership team have been working with the CSO this year to improve the school’s compliance with all applicable laws, rules, regulations, and other authorizer requirements, which were areas of weakness throughout the charter term. Although making progress in several areas, the school continues to operate with legal deficits, including implementation of elements of its original charter, and has challenges with its overall enrollment and student retention rates.

Benchmark 1: Student Performance

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

Finding: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory with regard to this benchmark has been consistent as an Approaches due to the school's performance on the 2021-2022 NYSTP 3-8 Assessments. The differentials for the ELA results between the school and its district of location, NYC CSD 13, is now -2 percentage points below and -3 below NYS. The school's overall math proficiency dropped from 47% in 2018-2019 to 28% in 2021-2022.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (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 the NYSL. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. <i>Instruction</i>	<ul style="list-style-type: none"> a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

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

- MS:
 - EWGBLCS uses Achievement First’s English language arts (ELA) curriculum for middle school, which is grounded in a Close Reading for Meaning approach.
 - For math, EWGBLCS has adopted Illustrative Math, and for science, the school utilizes the New Visions science curriculum.
 - The school supports students at all grade levels through high-dosage tutoring, whole group instruction, personalized and self-driven learning, and integrated co-taught (ICT) classes.
- HS:
 - The school supports students at all grade levels through high dosage tutoring, whole group instruction, personalized and self-driven learning, and ICT classes.
 - EWGBLCS high school students all have access to Pre-Advanced Placement as well as Advanced Placement courses.
 - EWGBLCS BLCS uses the Springboard curriculum, created by College Board, for ELA and math instruction.

Academic Program for SWDs and ELLs:

- **SWDs:**
 - EWGBLCS serves a broad range of students through an inclusive model consisting of ICT classes, Special Education Teacher Support Services (SETSS) in individual and small group settings, and self-contained settings in accordance with students’ Individualized Education Programs (IEPs).
 - To enroll and retain SWDs, the school focuses on growth and skills recuperation in its academic system design, which includes strategies they find effective for students with diverse learning needs. This includes personalized tutoring and low teacher: student ratios to maximize opportunities for individualized attention.
 - EWGBLCS employs an adequate number of certified, qualified teachers and leaders to serve its SWDs and maintains an active pipeline of future hires by offering dual certification for teacher residents.
- **ELLs:**
 - EWGBLCS utilizes a stand-alone English as a New Language (ENL) program. Students have English development classes throughout the week, based on their proficiency level. These classes are based on ELA standards, with an English as a Second Language (ESL) component.
 - ENL push-in supports are provided to classes in other subject areas on an as-needed basis.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school has developed effective systems around teaching and learning and utilizes a curriculum designed to prepare students for postsecondary success. Generally, the school has strong supports for all students, including SWDs, ELLs, and ED students, and leverages its fellowship program to deliver high-dosage, individualized supports for all students.

1. Element: **Curriculum:**

- **Indicator a:** The school has a documented curriculum. At the middle-school level, EWGBLCS uses Achievement First's ELA curriculum, which is grounded in a Close Reading for Meaning approach. For middle school, EWGBLCS has adopted Illustrative Math, based in part on EdReports' assessment of its curricular quality. For science, EWGBLCS uses New Visions Science Curriculum. At the high school level, EWGBLCS uses the Springboard curriculum, created by College Board, for ELA and math instruction. For science and history, Achievement First's units of study is used. Additionally, in the school's 2021-2022 Action Plan, the school described their reinforced alignment through the oversight of the instructional leadership team, that they would carefully select additional materials and regularly review all curricular documents.
- **Indicator b:** Based upon a review of the lesson plans which were available for each classroom observation, it was evident that teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. Teachers create lesson plans by backwards planning from interim assessments. Teachers are required to submit these lesson plans on a weekly basis, and they receive content-specific feedback from coaches to ensure that lessons are rigorous and aligned to standards.
- **Indicator c:** The curriculum appears to be aligned horizontally across classrooms at the same grade level and vertically among grade levels. According to the renewal application, EWGBLCS uses instructional rubrics to ensure horizontal and vertical alignment of curriculum. Teachers are supported by leadership on a weekly basis to create lessons and ensure alignment. Teachers also have the opportunity to plan together in department and grade-team meetings to ensure this alignment.
- **Indicator d:** EWGBLCS provides opportunities for differentiation through offering different versions of reading materials, breaking students into small groups, and providing text materials for students to listen to, if needed. For example, in one ELA classroom that the CSO SV team observed, the teacher provided differentiated Shakespeare passages for students. In the student support team focus group, staff also described how they use a co-teaching model, and through that process are able to scaffold, accommodate, simplify, and modify materials for students. The instructional process is also differentiated through the use of tiered activities in which all learners work on the same standards, but then proceed with different levels of support.
- **Indicator e:** In the leadership focus group, the members shared that the curriculum is systematically reviewed and revised. The leadership team meets on a quarterly basis to review curricular documents, and teachers receive feedback on a weekly basis with regard to implementation of the curriculum.

2. Element: **Instruction:**

- **Indicator a:** The school staff is working toward a common understanding of high-quality instruction, and observed instructional practices are beginning to align to this understanding. In most observed classrooms, students demonstrated an awareness of rules and expectations, and classrooms appeared to be safe. The objective was written on the board across all classrooms and

aligned to the objective found within available lesson plans. During lessons, teachers typically checked for understanding by calling on students whose hands were raised.

- **Indicator b:** Overall, instructional delivery fostered engagement with students in observed classrooms. In the majority of observed classrooms (seven out of 12), students were engaged and participating in activities, and in eight of 10 observed classrooms, class time was fully maximized for learning. For example, in an AP Environmental class, students explored fertility and life expectancy in groups, engaging in an activity in which “teams” had to organize fertilities rates from lowest to highest, by country.

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

- **Indicator a:** According to the leadership focus group, the school uses a balanced system of formative, diagnostic and summative assessments. At the end of every lesson, teachers are encouraged to utilize exit tickets to check for understanding. At the start of this school year, EWGBLCS began using Achievement First-style Interim Assessments (IAs) as summative assessments, which are used to backwards plan and also inform instruction moving forward by identifying gaps in student learning. The NWEA MAP is also used as a diagnostic and is administered every trimester in middle school and every quarter at the high school level to identify trends in student learning gaps.
- **Indicator b:** The school is working to use qualitative and quantitative data to inform instruction and improve student outcomes. As mentioned above, the school has shifted to the use of IAs as assessments. According to participants in the leadership focus group, this school year, leadership is working with teachers to understand how to backwards plan from these IAs, as well as how to use them to identify gaps in learning to inform instruction.
- **Indicator c:** The school has begun to use qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modify the program accordingly. With the introduction of the new CEO at EWGBLCS, significant curricular and instructional changes have taken place across the school. As stated in the leadership focus group, the leadership team has made it a schoolwide priority to ensure all decisions moving forward are based in data. In the first six weeks of school, the leadership team reviewed the entire school to determine what changes needed to occur. As an example, the data cycle has now been shortened to ensure that teachers have feedback on student progress. Data cycles are now every six weeks, instead of three times per year.

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

- **Indicator a:** Based on classroom observations and information shared in the special populations focus group, the school appears to provide supports to meet the academic needs for all students. EWGBLCS utilizes the Response to Intervention (RTI) process to identify students in need of additional academic supports. To support ELL students and those who struggle with writing, teachers provide student work examples against shared rubrics, meet with coaches to focus on lesson preparation, and use co-planning time to preview upcoming material. The school’s 2021-2022 Action Plan identified additional supports for diverse learners, including 95 percent of students receiving mandated services from the school itself, assessing all students using a universal screener, and completing a cycle of professional learning and support for ELLs.

The Committee on Special Education (CSE) indicated that the school generally has good communication with families. With regard to SDI, the school has new staff members who have room for growth, but they are open to suggestions from the CSE. The school collaborates well with the CSE. Communication is strong and the school provides student information and is responsive to CSE inquiries. The school has had only one suspension during the school year.

- **Indicator b:** The school has systems in place to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students. Students' progress is measured through formative and summative assessments. According to participants in the student support staff focus group, special education leadership has created a series of professional development to scale up to teachers during the course of the school year. Additionally, members of the leadership team observe classrooms to ensure appropriate interventions are used and provide feedback to teachers regarding these interventions. Data is then collected through a universal data tracking system.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

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

Summative Evidence for Benchmark 3:

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

Edmund W Gordon Brooklyn Lab CS	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	300	0	0%	50%	-50
Student Survey (Grades 9-12)	128	1	1%	80%	N/A
Teacher Survey	-	0	-	80%	-80

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

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

Edmund W Gordon Brooklyn Laboratory Charter School		Response Rate	Survey Population	Total Responses
Parent	Does not meet 90% or 95% Confidence	7%	257	19
Student	Does not meet 90% or 95% Confidence	0%	155	0
Teacher	Does not meet 90% or 95% Confidence	68%	25	17

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

The response rates for the 2021 CSO surveys did not reach the Target rates. The response sample sizes for the 2022 CSO surveys did not meet the minimum 90 percent confidence level. The aggregate results for both years should not be considered statistically dependable.

Over this charter term, the trajectory for this benchmark has improved from its Approaches to a Meets due to EWGBLCS' new leadership team working to develop a consistent approach to behavior management and having systems in place to facilitate improved parent communication and family engagement. The school continues to have a robust system to support students' social and emotional health.

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

- **Indicator a:** The school is working to develop a consistent approach to behavior management. While classrooms generally appear to be safe and well-managed, teachers in the focus group described confusion around consequences for particular student behaviors as well as lack of clarity around what behaviors constitute suspension or expulsion. The discipline policy was revised and submitted to NYSED for review in March 2022; CSO approved the updated policy in November 2022.
- **Indicator b:** The school appears safe, and all school constituents described the school as a safe environment. EWGBLCS provided out-of-school suspension numbers, and at the time of the 2022 check-in site visit, the school had suspended 29 students at the middle-school level, and 29 students at the high school level. According to the school's 2021-2022 Action Plan, January to June safety violations decreased by 25 percent from August to December. The school also surveyed families to assess the extent to which they feel safe, known, engaged, and able to focus academically. CSO records show that in November 2022, a student brought a knife to school. The

school reported that it met with the student's family to discuss the incident and explained to the CSO that they have made improvements to ensure that items like knives and other non-approved objects were caught before entering the school.

- **Indicator c:** The school has systems in place to ensure that the environment is free from harassment and discrimination. The overview is outlined in the school's Code of Conduct. The school's culture team is proactive with disciplinary measures and supports teachers in the implementation of classroom management strategies. Intervention measures can include family outreach, behavioral incentive and support plans, collaborative problem solving, guidance conferences (with families), restorative practices such as mediation, restorative circles, conflict resolution, formal restorative conferencing, community service activities, referral to individual or group counseling, formal or informal mentoring and coaching, and, when appropriate, connecting and supporting students to engage with external service providers.
- **Indicator d:** As observed during the 2022 site visit, classroom environments were conducive to learning and generally free from disruption. During the site visit, the CSO SV team observed a total of 12 classes. Most observed classes appeared to be productive learning environments and multiple staff members attended to students, keeping them on track and preventing disruptions to teaching and learning activities.

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

- **Indicator a:** During the focus group with parents and school leaders, participants described multiple means by which the school communicates with and engages with families in the school community. The school communicates with families about general school events, like a FAFSA workshop that recently took place. If a student is late or misses a class, the school communicates that information. Teachers are available by email, text, or phone, and parents indicated that teachers communicate with them frequently and make themselves available for any questions or concerns.
- **Indicator b:** Teachers communicate with parents to discuss students' strengths and needs. Formally, parents meet with teachers three times per year for parent-teacher conferences. In the parent focus group, parents also indicated that strengths and needs are communicated by teachers on a more frequent basis, informally through texts, emails, or phone calls.
- **Indicator c:** School leadership stated that they assess family and student satisfaction using strategies such as bi-annual surveys and considers these results when making schoolwide decisions. Parents are asked to rate their satisfaction with the school, their child's teachers and tutors, and the level of communication, as well as invite them to make suggestions or express concerns. Students are asked about their physical, social, psychological, and emotional well-being. This data is presented to staff and the board and is used to inform the school's improvement processes. Results from the school's administration of CSO surveys are available in the charts placed at the beginning of this section.
- **Indicator d:** The school has a process in place for responding to family or community concerns. Generally, the school has an open-door policy by which families or community members are welcome to express concerns. Staff conduct home visits if additional individualized or support or

input is needed, which results in an action plan. If all other efforts do not lead to a resolution, EWGBLCS has a compliant process in place that is aligned to NYSED procedures regarding both informal and formal complaints, per Section 2855(4) of the NYS Charter Schools Act. EWGBLCS's procedures are also outlined in the school's complaint policy, an updated version of which was approved by NYSED in September 2022.

- **Indicator e:** According to the school's renewal application, EWGBLCS shares school-level academic data with the broader school community through Infinite Campus (IC). School-level performance data is also compared to NYC CSD 13 and demographically similar schools. The board uses the data to monitor progress toward goals and to evaluate the CEO. The school's leaders oversee the assessment system and reports progress toward academic goals to the board's academic committee. At board meetings, the CEO also shares performance indicators such as behavior data, interim assessment results, state testing, and progress against promotion standards. Families have access to academic data and school progress via newsletters.

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

- **Indicator a:** The school has a robust system in place to support the social-emotional needs of students. According to the renewal application, EWGBLCS was one of 10 schools nationally to win the XQ Super School competition, reinforcing its investment in social-emotional learning and laying a foundation for the growth of its school model. EWGBLCS uses a structure called "success coaching" to promote social-emotional health. According to the renewal application, when plans began to reopen for the 2020-21 school year, EWGBLCS surveyed students and families. The surveys indicated a need for enhanced social-emotional support and tailored one-on-one advising from trusted adults. Together with organizations such as City Year, EL Education, The Forum for Youth Investment, The Mary Lou Fulton Teachers College at Arizona State University, Transcend, Turnaround for Children, and Dezudio, EWGBLCS developed the Success Coaching Playbook. As stated in the school's renewal application, "Success Coaches meet individually with each of the 15–20 scholars on their caseload and check-ins range from 15–30 minutes every two weeks. This approach ensures that scholars develop a trusted relationship with a staff member so that they feel seen and heard." Additionally, deans of culture, social workers, counselors, and teachers provide support and intervention measures in response to behavioral incidents. Students also have access to five social workers, who provide support to students on an as-needed basis.
- **Indicator b:** School leaders collect and use data to track the socio-emotional needs of students. The EWGBLCS renewal application states that monthly survey data, used to assess student "feeling" and "functioning" at the school, is collected and analyzed to plan responsive advisory programming. Advisory teachers hold regular social-emotional check-ins and data analysis sessions.
- **Indicator c:** School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health. EWGBLCS 's renewal application states that the success of the social-emotional learning programs is measured through the Well-Being Index, the results from the annual student Panorama survey, and the Illuminate Framework for Multi-Tiered Systems of Support (MTSS). EWGBLCS reviews this data throughout the year to keep a regular pulse on students' social-emotional health and progress and to assess the impact of the programming.

Benchmark 4: Financial Condition

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

Finding: Meets

Summative Evidence for Benchmark 4:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school continues to monitor student enrollment and the impact of not meeting enrollment projections on the school's financial condition.

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

Edmund W. Gordon Brooklyn Laboratory Charter School is part of the Brooklyn Laboratory Charter Schools education corporation. Brooklyn Laboratory Charter Schools appears to be in very good financial condition as evidenced by performance on key indicators derived from the education corporation's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Brooklyn Laboratory Charter Schools' 2021-2022 composite score is 3.00.

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

<i>Year</i>	<i>Composite Score</i>
2017-2018	3.00
2018-2019	2.94
2019-2020	3.00
2020-2021	3.00
2021-2022	3.00

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 for this benchmark has been consistent as a Meets.

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

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

Summative Evidence for Benchmark 5:

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

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: Approaches

<i>Element</i>	<i>Indicators</i>
1. <i>Board Oversight and Governance</i>	<ol style="list-style-type: none">a. The board recruits and selects board members with skills and expertise that meet the needs of the school.b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy.c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.d. The board regularly updates school policies.e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches as the board works to add members with identified skill sets and areas of expertise, to engage in strategic and continuous improvement planning. The board has recently increased its capacity and taken a more active role in governance and oversight with the change in leadership. It has a compliance committee and a full-time compliance manager. The board continues to engage in improvement by strategically selecting new board members that fit the needs of the school and works closely with the new CEO to support the development of more effective systems to promote the academic success and social-emotional well-being of the students.

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

- **Indicator a:** Overall, the board is working to recruit and select board members with skills and expertise that meet the needs of the school. At the time of the site visit, the board consisted of six members, with four trustees already approved by NYSED and ready to be seated at the November 2022 board meeting. The board chair described a thoughtful process of selecting new board members, which included utilizing support from Education Board Partners to develop their process. The board also used Board Assist, a company which specializes in placing board members across the New York region. The board has recruited members with finance, operations, compliance, and academic expertise. In addition, a parent member will be added. Overall, the

new board will be comprised of four people of color, and a Turkish immigrant, making it a diverse governing body.

- **Indicator b:** The board has begun to engage in strategic and continuous improvement planning, according to participants in the board focus group. Currently, the board has a set of working goals, which are serving as its strategic plan. However, the board is currently working to look at academic performance as aligned to the goals outlined in the school's charter and engage in a deeper strategic planning process this school year, once the new board members are in place. According to the board focus group, strategic planning will also include looking more specifically at academic performance, enrollment goals, and board capabilities.
- **Indicator c:** During the focus group, board members shared that they are taking steps to demonstrate active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. The EWGBLCS board operates with a committee structure comprised of four formal committees: the future ready, finance, academic, and board development and nominating committees. These committees meet regularly, in addition to the monthly board meetings. Additionally, the school's 2021-2022 Action Plan indicated that the school would review the board dashboard during monthly board meetings (which happened with an 80 percent success rate). According to the plan, the finance committee and academic committee shared updates consistently at monthly board meetings.
- **Indicator d:** The board updates school policies. In this process, revisions can be proposed by staff, students, families, or community members; board committees meet to review proposed policy revisions; revisions are reviewed by outside counsel; the committees make recommendations to the larger board regarding policy approval; and the board votes on these policies. While this process is in place, during the course of the charter term, these policy revisions have not consistently been communicated to NYSED for formal approval prior to implementation. For example, the school has altered its organizational structure and discipline policy, which are still pending NYSED approval. In the school's 2021-2022 Action Plan, the school states that by August 1, 2022, it will have updated and revised all relevant policies. According to board members, this process took place over the summer and has been completed.
- **Indicator e:** The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. The board evaluates itself on an annual basis using a self-evaluation process, with the most recent evaluation taking place June 2022. Senior leadership at the school is evaluated annually by the board. Service providers are also evaluated based on their execution of required tasks and the effectiveness of services, as observed through qualitative and quantitative methods.
- **Indicator f:** Overall the board appears to demonstrate awareness of legal obligations to the school and stakeholders. This charter term, the school underwent a perceived conflict of interest, with the school utilizing a service provider, Innovate EDU, which is led by the wife of the former CEO. This perceived conflict of interest was remedied, as the CEO is also no longer employed by the school and Innovate EDU is no longer employed by the school. However, as described in Benchmark 10 below, the board has not always ensured that the school acts in accordance with its charter and the law.

During the school’s 2022 check-in, the board had a compliance committee, and the school now has a full-time compliance manager. The education corporation/board wants the schools to be “proactive not reactive” and stay on top of compliance issues, which the board chair admits has been an ongoing issue of concern. They stress that counsel and consultants work with them and provide feedback, which bolsters the board’s confidence regarding “the tactical piece of compliance.”

Benchmark 7: Organizational Capacity

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

Finding: Meets

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

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to a newly defined leadership team with a clear understanding of a common mission and goal; a clear and well-established communication systems and decision-making processes in place; and having systems in place to monitor and maintain organizational and instructional quality. With the proposed organizational structure, the school has created a clear and logical chain of command, with roles and responsibilities that are known and understood by all staff. Additionally, the CEO is working to improve communication across all staff and has systems in place to monitor the effectiveness of instruction.

1. Element: *School Leadership*:

- **Indicator a:** While the school has recently undergone a significant shift in school leadership, the newly defined leadership team appears to have a clear understanding of a common mission and goals. In the leadership team focus group, various members of the school leadership team spoke about the school’s goal of preparing all students to excel in college and professional life.
- **Indicator b:** Roles and responsibilities for leaders, staff, management, and board members appear to be clearly defined, as outlined on the recently revised organizational chart submitted for approval with the renewal application). The CEO oversees the director of family engagement, chief of staff, director of student services, middle school principal, high school co-principals, chief financial officer, and chief operating officer. According to the 2021-2022 Action Plan, 80 percent of staff report that they know what is expect of them at work, and 80 percent of staff report that their supervisor is available to them when needed.
- **Indicator c:** The school appears to have clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. Teachers reported that they feel comfortable approaching leadership with questions and concerns. School staff meet in a “huddle” every Monday morning to share schoolwide information. Parents reported that they frequently receive information from teachers via phone calls, emails, and texts.
- **Indicator d:** Participants in the school leadership focus group expressed that between the 2021-22 and 2022-23 school year, the school experienced significant teacher turnover. However, the CEO and principals have explained the current remaining staff, as well as new staff members, are committed to realizing the mission and vision of the school. They also stated that currently, seven of 26 teachers are uncertified.

2. Element: *Professional Climate*:

- **Indicator a:** The school appears to be fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. Multiple stakeholders acknowledged that it is challenging, across the board, for schools to retain teachers. According to NYSED data, in the 2020-2021 school year, 13 of the school’s 26 teachers were certified. As noted above, participants in the leadership focus group reported that for this school year, 19 of 26 teachers are certified. EWGBLCS has established a pipeline to attract and retain teachers at the school. The school also utilizes a unique LAB Fellow program. “Fellows” are

employees of InnovateEDU and receive a yearly stipend in addition to being eligible for federal student loan forgiveness. These fellows provide small group instruction and tutoring to students. In the following year, high-performing LAB Fellows are invited to join the school staff as teaching residents. Teaching residents work in the classroom with a lead teacher, and during this time complete graduate course work through a two-year program at Relay or one-year program at NYU. According to the school's renewal application, approximately 50 percent of classroom positions have been filled through this pathway. To date, over 85 Fellows have been hired into the Teacher Residency program and five Fellows have been hired for operations roles.

- **Indicator b:** The school has established frequent opportunities for teacher collaboration. Teachers have grade team meetings once per week, as well as weekly department meetings. Teachers are afforded the opportunity to lead professional development based on areas of strength, and “staff huddles” occur every Monday morning for all staff. During the teacher focus group, teachers did express the desire for additional common time built into the schedule so that they could collaborate more on lesson plans. Currently, special education teachers are able to collaborate with general education teachers during prep time.
- **Indicator c:** The school is working to ensure that staff has the requisite skills, expertise, and professional development necessary to meet students’ needs. Professional development needs are determined by teacher input or by trends that deans and leadership have identified through classroom observations. The CEO has also provided surveys to staff asking for input around professional development needs. While professional development has been created using these multiple mechanisms, teachers did express the desire for differentiated professional development, as some sessions may not necessarily pertain to more veteran teachers.
- **Indicator d:** The school has systems to monitor and maintain organizational and instructional quality. According to participants in the school leadership focus group, teachers are informally observed twice per week by their coaches, and as part of the observation cycle are asked to set specific goals to guide their practice and bring improvement to their teaching practice. Teachers are also formally evaluated by principals twice per year.
- **Indicator e:** The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction. Teachers’ input was solicited regarding focus for professional development through a survey, and an all-staff general survey was also administered. Leadership has also sent out two curriculum-related surveys this school year, asking teachers what supplies and materials they need. EWGBLCS utilizes Bonusly, an online community where teachers can communicate with one other. Additionally, teachers and staff provided examples as to how feedback is informally solicited and considered. For example, the CEO has shifted the workday from 8 a.m.-4 p.m., as teachers expressed that it previously felt too long. The CEO also shared the school’s 2022-23 calendar with staff, prior to finalizing it, in order to collect feedback.

3. Element: *Contractual Relationships:*

- **Indicator a:** N/A
- **Indicator b:** N/A
- **Indicator c:** The school monitors the efficacy of contracted service providers or partners. According to participants in the leadership focus group, the monitoring of service providers

includes evaluating teacher and leadership feedback via surveys, looking at implementation of strategies across the school, and collecting qualitative and quantitative feedback through surveys to all stakeholders, including parents, teachers, and staff. Additionally, leadership vets these materials prior to rolling them out to staff.

Benchmark 8: Mission and Key Design Elements

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

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
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.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. While the KDEs outlined in the charter appear to be fully implemented, there has been inconsistency around which KDEs the school is using in practices, as the KDEs on the website differ from those in its charter.

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

- **Indicator a:** Overall, school stakeholders share a common and consistent understanding of the school’s mission as outlined in the charter. EWGBLCS’s mission is to prepare students — including students with disabilities, English language learners, and over-age under-credited students — with the academic, applied science, and leadership skills necessary to excel in college and professional life as they grow as ethical leaders.
- **Indicator b:** As mentioned above, there is some inconsistency around the official KDEs of the school. The official KDEs, as outlined in the school’s charter, are as follows, and appeared to be fully implemented at the time of the site visit:
 - **Rigorous, college-prep curriculum that develops habits of success:** The CSO team observed multiple examples of this KDE, including supporting parents with FAFSA forms, ensuring curriculum prepares students for success in college, aligning assessments with the SATs, and ensuring college counseling is available.
 - **Entrepreneurial learning:** Entrepreneurial learning was described by administrators as providing opportunities for students to have exposure to a wide variety of careers. The school has also added various clubs this school year, such as a girls coding club.
 - **Warm/demanding culture of high expectations:** As described in Benchmark 3, EWGBLCS upholds student standards for attendance, coursework, and participation.
 - **Accelerated learning powered by innovative human capital:** The LAB Fellowship program allows EWGBLCS to access human capital and provide small group, targeted instruction to students.

- ***Extended and personalized learning:*** The EWGBLCS school day is longer than most traditional schools, running from 8 a.m.-4 p.m. Benchmark 2 discussed the school’s focus on individualized learning.
- ***Harnessing the assets of our community:*** Students have opportunities to intern with local companies, including Amplify, MakerBot, MAGNET Center, and local colleges like NYU and Pratt.
- ***A focus on argumentation across the curriculum:*** While argumentation across the curriculum was not observed while on site, the school’s renewal application describes this approach as asking students to support their thinking with evidence, consider counter-arguments, and refute opposing views.
- ***Next generation assessment and data-driven instruction:*** EWGBLCS is in the process of revamping its assessments and has shifted to utilizing in-house IAs, using Achievement First’s model as a guide. The school is working to use data collected through these assessments, as well as through exit tickets, to inform instruction moving forward.

Benchmark 9: Enrollment, Recruitment, and Retention

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

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. While the school enrolls a comparable percentage of students in the three subgroup populations and has demonstrated good faith efforts in recruitment, it has not maintained sufficient overall enrollment.

1. Element: **Targets are met:**

- **Indicator a:** According to NYSED data, the school has exceeded NYC CSD 13 in its enrollment of ED students since 2018-2019 and SWDs since 2019-2020. While its enrollment of ELLs remains below the district of location by -1 percentage point, it has closed the gap over the course of the charter term. The school’s retention of SWDs in 2021-2022 was 73 percent, which exceeded that of NYC CSD 13 by +2 percentage points. In 2019-2020 and 2021-2022, the school retained 100 percent of its ELL population, +17 and +15 percentage points, respectively, above the district of location. Due to a reporting error, NYSED is unable to ascertain the school’s enrollment and retention of ELLs for the 2020-2021 school year.

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

- **Indicator a:** The school fell below 85 percent of its authorized enrollment in the 2020-2021 and 2021-2022 school years, at 83 percent and 62 percent respectively. Additionally, its retention of all students and those who are ED remains well below that of NYC CSD 13.
- **Indicator b:** The school has implemented recruitment strategies and program services to attract and retain students with disabilities. According to participants in the leadership focus group, these strategies and services include community organizing, online organizing, street recruitment, and utilizing parent liaisons. Additional strategies outlined in the schools' renewal application include fostering partnerships with community organizations, conducting outreach to parents and families, maintaining a high level of academic supports for its ELL population, and implementing a systematic process for evaluating recruitment and outreach strategies and program services for each of the subgroup populations, making strategic improvements as needed.
- **Indicator c:** According to the school's renewal application, EWGBLCS has three key components in its evaluation of recruitment strategies and program services. These include: 1. Using annual recruitment planning based on prior data; 2. Conducting a review of retention and planning for the future; and 3. Focusing on ongoing improvement using key strategies. EWGBLCS reviews the data for its recruitment and outreach strategies for SWDs, ELLs, and ED students regularly and develops annual recruitment plans to address challenges that have been identified. The school also reviews the retention rates for the subgroup populations, working to close gaps in its retention of SWDs, ELLs, and students who are ED. According to the renewal application, "to evaluate the program services provided to SWDs, ELLs, and ED students and to maximize retention and learn from attrition, EWG surveys each student who does not re-enroll and asks questions around attrition."

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Approaches

<i>Element</i>	<i>Indicators</i>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none"> a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. Although the school has compiled a record of non-compliance during its first four years of operation, the board and current leadership team are working closely with the CSO to establish transparency and to improve the school’s record of compliance.

1. Element: **Legal Compliance:**

- **Indicator a:** The school has not yet compiled a record of substantial compliance with all applicable state and federal laws and the provisions of its charter including the submission of various reports and data across NYSED.
 - According NYSED data from the first three years of EWGBLCS’s charter term, the school has not complied with fingerprinting and clearance requirements for staff in all cases, a serious safety violation.
 - Based on a review of the school’s 2018-2019, 2019-2020, and 2020-2021 Annual Reports, the school reported that multiple teachers did not fall into the statutory exemption categories as required by law.
 - Based on NYSED data, the school has also failed to meet its required enrollment in each of the first four years of the charter term.
 - Prior to this school year, the school had regularly submitted required financial oversight materials late and had not sought NYSED approval for revisions such as decreasing the maximum approved student enrollment and altering the number of instructional days, which is a violation of the school’s Key Design Elements
 - The school does not always post board meeting minutes promptly for public access and review on the school’s website, a violation of Open Meetings Law.

- Additionally, the school has operated as one “school,” combined with Brooklyn Laboratory Charter School (BLCS), as students from both schools receive instruction in the small classroom, as well as share teachers and the same leadership team, despite EWGBLCS’s and BLCS’ designations as two separate and distinct schools as per their charters.
- For its spring 2021 MT SV, the school did not submit a final Faculty/Staff Roster as requested in the CSO MT SV Protocol, despite outreach emails. It was due April 9, 2021, and as of July 19, 2021, the CSO still did not have a final document.

As noted in the school’s Spring 2022 Check-In Site Visit Memo, school leaders frequently cited the 2018 school building flood and the 2020-2022 COVID-19 pandemic as obstacles to compliance, but certain compliance issues preceded the COVID-19 pandemic. Compliance and timely reporting have been an ongoing challenge, and since the Spring 2021 Mid-Term Site Visit Report the school has hired both a full-time compliance manager and a part-time compliance consultant. The board now has a compliance committee. At that time, the compliance manager indicated that she was working with all appropriate stakeholders and senior leaders to ensure that timelines were in place, reports were submitted in a timely fashion, and all records were completely accurate.

This 2022-2023 school year, the board and current leadership team have worked closely with NYSED to establish transparency and to improve the school’s record of compliance. The school remains in compliance with teacher certification requirements.

- **Indicator b:** During the course of the charter term, NYSED has issued two Notices of Deficiency to EWGBLCS. The first one was in February 2020 for SWD performance in math and its enrollment of SWDs and ELLs. Both notices were in response to data from the 2018-2019 school year. To address these deficiencies, the school developed Corrective Action Plans (CAPs). The CSO approved both CAPs in March 2020. In 2021-2022, SWD performance on the math assessment increased by +16 percentage points; the school’s SWD population outperformed both the district of location and the state by +6 percentage points each. As described in Benchmark 9, the school’s enrollment of SWDs and ELLs has increased since the 2018-2019 school year and, in 2021-2022 their respective differentials to NYC CSD 13 were +10 and -1 percentage points.
- **Indicator c:** As described above under Indicator a above, the school has not always sought Board of Regents and/or Charter School Office approval for significant revisions during the course of this charter term. According to the school’s 2021-2022 Action Plan, the school indicated that the following revisions would be submitted:
 - By December 2021, redlined policies including By-Laws, Admissions and Enrollment Policy, and Discipline Policy;
 - By December 2021, a revised organizational chart;
 - By December 2021, revised Key Design Elements; and
 - By January 2022, revised Scholar and Family Handbook.

Of the above, only the by-laws, organizational chart and Key Design Elements were submitted.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

BEDS Code

331300861110

2021-2022 Enrollment

257

ESEA Accountability Designation (2021-2022):

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

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT #13
Total Public School Enrollment of Resident Students attending Charter Schools:	25%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	6-12
Address:	77 SANDS ST BROOKLYN NY 11201
Website:	https://www.brooklynlaboratoryschool.org/
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BROOKLYN
Regent:	KATHLEEN M. CASHIN
Active Date:	7/1/2018
Authorizer:	NYS BOR
CEO:	GARLAND THOMAS-MCDAVID
CEO Phone:	(347) 429-8439
CEO Email:	garland@brooklynlaboratoryschool.org
BOT President:	MARTHA REVENAUGH
BOT President Phone:	(202) 329-0005
BOT President Email:	board@brooklynlaboratoryschool.org
Institution ID:	800000087934

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

BoR Charter School Office Information

Regional Liaison:	Laura Hill
Performance Framework:	2015
Current Term:	9/1/18-6/30/23
2018-2019	Check-in
2019-2020	Check-in
2020-2021	Midterm
2021-2022	Check-in
2022-2023	Renewal

Benchmark Rating	Year of Rating
BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

2022 CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	Does not meet 90% or 95% Confidence	7%	257	19
Student Survey (Grades 9-12)	Does not meet 90% or 95% Confidence	0%	155	0
Teacher Survey	Does not meet 90% or 95% Confidence	68%	25	17

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

Edmund W Gordon Brooklyn Laboratory CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Middle/High School	+/- 5	Brooklyn Laboratory CS	+9	+3	.	-85
		Eagle Academy for Young Men III	+12	+13	.	-87
		Thurgood Marshall Academy for Learning & Social Cha	+14	+20	-33	-82
		Unity Preparatory CS of Brooklyn	+12	+10	.	-88
		Young Women's Leadership School	-9	+8	-70	-100
		Mean	+8	+11	-52	-88
	+/- 7.5	Democracy Preparatory CS	-8	-6	-70	-73
		Eagle Academy for Young Men II	+11	-28	.	-95
		Equality CS	+7	+2	-20	-87
		Health, Arts, Robotics and Technology HS	+49	+27	.	-91
		Kingsborough Early College School	-4	+4	-86	-100
		Lois and Richard Nicotra Early College CS	+8	+27	.	.
		Robert F Wagner Jr Secondary School for Arts and Tech	-34	-37	.	-96
		Spring Creek Community School	+25	+18	-22	-84
		Transit Tech Career and Technical Education HS	+49	+27	.	-86
		Urban Assembly Institute of Math and Science for You	-6	+27	.	-97
		Wadleigh Secondary School for the Performing and Vi	+8	+12	.	-100
	Young Women's Leadership School of Brooklyn	+4	+14	-31	-96	
		Mean	+9	+7	-46	-91
	+/- 10	All City Leadership Secondary School	-35	-35	.	-98
		Archimedes Academy for Math, Science and Technolo	+5	+12	-44	-67
		Channel View School for Research	-4	+2	.	-99
		Eagle Academy for Young Men	+14	+15	.	-83
		Frederick Douglass Academy	+23	+24	.	-83
		Great Oaks CS	-1	+6	-52	.
		HS for Youth and Community Development At Erasmus	+49	+27	.	-85
		Hostos-Lincoln Academy of Science	+9	+17	-43	-80
		Joseph C Wilson Magnet HS	+49	+27	.	-81
		Lyons Community School	+30	+27	-36	-81
		Odyssey Academy	+20	+6	-12	-92
		Pathways College Preparatory School: A College Board	+7	+11	.	-96
		Preparatory Academy for Writers: A College Board Sch	-12	-1	.	-87
		Queens Collegiate - A College Board School	-11	-7	.	-91
		Quest To Learn	-3	-2	-48	-84
		Science, Technology & Research Early College	-26	-15	.	-100
		York Early College Academy	-8	0	.	-99
Young Women's Leadership School-Queens		-26	-19	.	-92	
Young Womens Leadership School - Astoria		-25	-14	.	-100	
	Mean	+3	+4	-39	-89	
	Mean	+6	+6	-44	-90	

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

EDMUND W GORDON BROOKLYN LABORATORY 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%

Edmund W Gordon Brooklyn Laboratory CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2018-2019	55%	57%	-	53%	64%	14%	-	64%
2021-2022	61%	39%	-	55%	34%	24%	-	31%

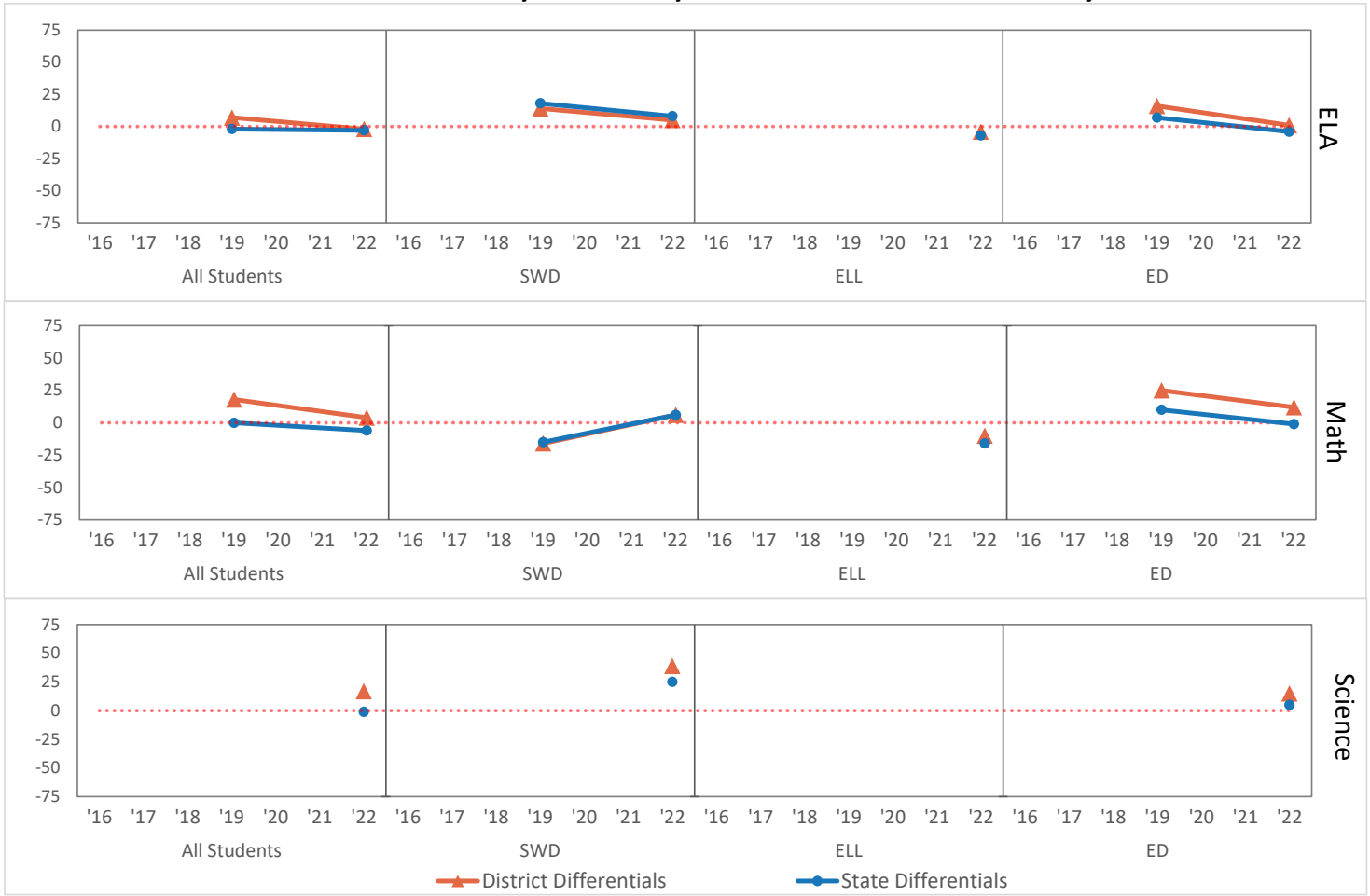
*See NOTES (2), (3), (7), and (8).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
 Comparison of
 Edmund W Gordon Brooklyn Laboratory Charter School and New York City CSD 13



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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
All Students	2018-2019	45%	38%	+7	47%	-2	47%	29%	+18	47%	0	-	-	-	-	-
	2021-2022	49%	51%	-2	52%	-3	28%	24%	+4	34%	-6	49%	32%	+17	50%	-1
SWD	2018-2019	33%	19%	+14	15%	+18	0%	16%	-16	15%	-15	-	-	-	-	-
	2021-2022	26%	21%	+5	18%	+8	16%	10%	+6	10%	+6	50%	11%	+39	25%	+25
ELL	2021-2022	17%	21%	-4	24%	-7	0%	10%	-10	16%	-16	-	-	-	-	-
ED	2018-2019	44%	28%	+16	37%	+7	46%	21%	+25	36%	+10	-	-	-	-	-
	2021-2022	39%	38%	+1	43%	-4	24%	12%	+12	25%	-1	46%	31%	+15	41%	+5

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

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

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 6	2018-2019	45%	38%	+7	47%	-2	47%	29%	+18	47%	0	-	-	-	-	-
Grade 7	2021-2022	27%	51%	-24	48%	-21	19%	23%	-4	36%	-17	-	-	-	-	-
Grade 8	2021-2022	57%	49%	+8	50%	+7	31%	9%	+22	27%	+4	49%	32%	+17	50%	-1

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 6	2018-2019	33%	19%	+14	15%	+18	0%	16%	-16	15%	-15	-	-	-	-	-
Grade 7	2021-2022	17%	19%	-2	16%	+1	17%	10%	+7	10%	+7	-	-	-	-	-
Grade 8	2021-2022	36%	17%	+19	17%	+19	18%	4%	+14	8%	+10	50%	11%	+39	25%	+25

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

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

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 6	2018-2019	44%	28%	+16	37%	+7	46%	21%	+25	36%	+10	-	-	-	-	-
Grade 7	2021-2022	29%	36%	-7	39%	-10	20%	9%	+11	25%	-5	-	-	-	-	-
Grade 8	2021-2022	45%	40%	+5	42%	+3	25%	9%	+16	22%	+3	46%	31%	+15	41%	+5

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	Edmund W Gordon Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Tested	Edmund W Gordon Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Tested	Edmund W Gordon Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Tested	Edmund W Gordon Brooklyn Laboratory CS	NYS	Differential to NYS
Algebra I (Common Core)	2019-2020	22	91%	93%	-2	7	86%	90%	-4	-	-	-	-	13	92%	92%	0
	2020-2021	78	86%	97%	-11	15	67%	96%	-29	-	-	-	-	67	87%	96%	-9
	2021-2022	40	88%	69%	+19	9	67%	42%	+25	-	-	-	-	28	86%	59%	+27
Algebra II (Common Core)	2021-2022	42	86%	68%	+18	6	67%	40%	+27	-	-	-	-	25	88%	54%	+34
English Language Arts (Common Core)	2021-2022	46	93%	84%	+9	12	83%	63%	+20	-	-	-	-	36	92%	78%	+14
Geometry (Common Core)	2021-2022	71	97%	57%	+40	15	93%	31%	+62	5	100%	33%	+67	50	96%	44%	+52
Global History	2020-2021	85	100%	100%	0	24	100%	100%	0	-	-	-	-	61	100%	100%	0
	2021-2022	37	97%	81%	+16	7	100%	57%	+43	-	-	-	-	31	97%	74%	+23
Living Environment	2019-2020	64	100%	96%	+4	17	100%	93%	+7	-	-	-	-	40	100%	95%	+5
	2020-2021	79	95%	99%	-4	18	94%	97%	-3	-	-	-	-	70	94%	98%	-4
	2021-2022	71	68%	76%	-8	13	77%	51%	+26	-	-	-	-	53	68%	67%	+1
Physical Setting/ Chemistry	2020-2021	39	100%	100%	0	10	100%	100%	0	-	-	-	-	25	100%	100%	0
	2021-2022	36	89%	62%	+27	8	88%	36%	+52	-	-	-	-	27	85%	49%	+36
US History	2021-2022	44	100%	100%	0	10	100%	100%	0	-	-	-	-	25	100%	100%	0

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

EDMUND W GORDON BROOKLYN LABORATORY 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.iv. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

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:

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

Edmund W Gordon Brooklyn Laboratory CS	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2019	64	54	84%	-	-	-	-	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Edmund W Gordon Brooklyn Laboratory CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	90	50	56%
2019-2020	249	253	102%
2020-2021	360	298	83%
2021-2022	415	257	62%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District
2018-2019	14%	27%	-13	4%	7%	-3	98%	74%	+24
2019-2020	23%	16%	+7	3%	6%	-3	73%	69%	+4
2020-2021	24%	15%	+9	2%	7%	-5	78%	72%	+6
2021-2022	24%	14%	+10	6%	7%	-1	78%	69%	+9

*See NOTES (2) and (6).

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District	Edmund W Gordon Brooklyn Laboratory CS	NYC CSD 13	Differential to District
2019-2020	88%	89%	-1	71%	89%	-18	100%	83%	+17	88%	88%	0
2020-2021	74%	93%	-19	77%	87%	-10	63%	84%	-21	74%	93%	-19
2021-2022	69%	84%	-15	73%	71%	+2	100%	85%	+15	69%	86%	-17

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

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Notes

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

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

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

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

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

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

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

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

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

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

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

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



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

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

Prepared for
Edmund W. Gordon Brooklyn Laboratory Charter School

NYS Education Department Charter School Office



Introduction

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

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

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

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

Sincerely,

A handwritten signature in black ink that reads "David M. Frank". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

David Frank
Executive Director, Charter Schools Office

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 0 Response Rate = 0%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	0%	0	N/A
	Somewhat Agree	18%	1,633	0%	0	N/A
	Neither Agree nor Disagree	4%	331	0%	0	N/A
	Somewhat Disagree	1%	96	0%	0	N/A
	Strongly Disagree	1%	81	0%	0	N/A
Q1b I am aware of the academic supports available to my child.	Strongly Agree	71%	6,563	0%	0	N/A
	Somewhat Agree	21%	1,916	0%	0	N/A
	Neither Agree nor Disagree	4%	401	0%	0	N/A
	Somewhat Disagree	2%	198	0%	0	N/A
	Strongly Disagree	1%	127	0%	0	N/A
Q1c The teaching quality at this school is very high.	Strongly Agree	72%	6,617	0%	0	N/A
	Somewhat Agree	20%	1,887	0%	0	N/A
	Neither Agree nor Disagree	5%	443	0%	0	N/A
	Somewhat Disagree	2%	154	0%	0	N/A
	Strongly Disagree	1%	104	0%	0	N/A
Q2a The school's discipline policy is clear.	Strongly Agree	72%	6,640	0%	0	N/A
	Somewhat Agree	17%	1,557	0%	0	N/A
	Neither Agree nor Disagree	9%	792	0%	0	N/A
	Somewhat Disagree	1%	122	0%	0	N/A
	Strongly Disagree	1%	94	0%	0	N/A

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 0 Response Rate = 0%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	0%	0	N/A
	Somewhat Agree	18%	1,628	0%	0	N/A
	Neither Agree nor Disagree	11%	1,058	0%	0	N/A
	Somewhat Disagree	2%	159	0%	0	N/A
	Strongly Disagree	2%	150	0%	0	N/A
Q2c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6,147	0%	0	N/A
	Somewhat Agree	17%	1,574	0%	0	N/A
	Neither Agree nor Disagree	13%	1,240	0%	0	N/A
	Somewhat Disagree	1%	133	0%	0	N/A
	Strongly Disagree	1%	111	0%	0	N/A
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	0%	0	N/A
	Somewhat Agree	20%	1,835	0%	0	N/A
	Neither Agree nor Disagree	9%	840	0%	0	N/A
	Somewhat Disagree	2%	218	0%	0	N/A
	Strongly Disagree	2%	187	0%	0	N/A
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	0%	0	N/A
	Somewhat Agree	20%	1,873	0%	0	N/A
	Neither Agree nor Disagree	15%	1,367	0%	0	N/A
	Somewhat Disagree	2%	207	0%	0	N/A
	Strongly Disagree	2%	188	0%	0	N/A

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 0 Response Rate = 0%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	0%	0	N/A
	Somewhat Agree	15%	1,366	0%	0	N/A
	Neither Agree nor Disagree	7%	677	0%	0	N/A
	Somewhat Disagree	1%	95	0%	0	N/A
	Strongly Disagree	1%	61	0%	0	N/A
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	6,075	0%	0	N/A
	Somewhat Agree	20%	1,801	0%	0	N/A
	Neither Agree nor Disagree	11%	1,018	0%	0	N/A
	Somewhat Disagree	2%	193	0%	0	N/A
	Strongly Disagree	1%	118	0%	0	N/A
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	0%	0	N/A
	Somewhat Agree	21%	1,916	0%	0	N/A
	Neither Agree nor Disagree	11%	1,026	0%	0	N/A
	Somewhat Disagree	2%	160	0%	0	N/A
	Strongly Disagree	1%	106	0%	0	N/A
Q3d The school has high behavioral expectations for my child.	Strongly Agree	75%	6,923	0%	0	N/A
	Somewhat Agree	17%	1,570	0%	0	N/A
	Neither Agree nor Disagree	6%	581	0%	0	N/A
	Somewhat Disagree	1%	57	0%	0	N/A
	Strongly Disagree	1%	74	0%	0	N/A

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 0 Response Rate = 0%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	0%	0	N/A
	Somewhat Agree	19%	1,753	0%	0	N/A
	Neither Agree nor Disagree	9%	827	0%	0	N/A
	Somewhat Disagree	2%	152	0%	0	N/A
	Strongly Disagree	1%	120	0%	0	N/A
Q4b I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	77%	7,104	0%	0	N/A
	Somewhat Agree	15%	1,398	0%	0	N/A
	Neither Agree nor Disagree	4%	354	0%	0	N/A
	Somewhat Disagree	2%	204	0%	0	N/A
	Strongly Disagree	2%	145	0%	0	N/A
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	0%	0	N/A
	Somewhat Agree	14%	1,274	0%	0	N/A
	Neither Agree nor Disagree	4%	325	0%	0	N/A
	Somewhat Disagree	1%	119	0%	0	N/A
	Strongly Disagree	1%	94	0%	0	N/A
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	76%	7,029	0%	0	N/A
	Somewhat Agree	16%	1,508	0%	0	N/A
	Neither Agree nor Disagree	5%	418	0%	0	N/A
	Somewhat Disagree	2%	159	0%	0	N/A
	Strongly Disagree	1%	91	0%	0	N/A

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 0 Response Rate = 0%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	0%	0	N/A
	Somewhat Agree	20%	1,820	0%	0	N/A
	Neither Agree nor Disagree	21%	1,970	0%	0	N/A
	Somewhat Disagree	3%	288	0%	0	N/A
	Strongly Disagree	2%	227	0%	0	N/A
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	0%	0	N/A
	Somewhat Agree	19%	1,744	0%	0	N/A
	Neither Agree nor Disagree	21%	1,970	0%	0	N/A
	Somewhat Disagree	2%	211	0%	0	N/A
	Strongly Disagree	2%	182	0%	0	N/A
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	54%	4,989	0%	0	N/A
	Somewhat Agree	20%	1,803	0%	0	N/A
	Neither Agree nor Disagree	19%	1,754	0%	0	N/A
	Somewhat Disagree	4%	364	0%	0	N/A
	Strongly Disagree	3%	295	0%	0	N/A
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	15%	1,375	0%	0	N/A
	I occasionally attend board meetings	27%	2,477	0%	0	N/A
	I know when board meetings take place, but do not attend	31%	2,808	0%	0	N/A
	I do not know when board meetings take place and I do not attend	28%	2,545	0%	0	N/A

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 0 Response Rate = 0%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	0%	0	N/A
	No	4%	353	0%	0	N/A
	I don't know the school's mission	10%	883	0%	0	N/A
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	0%	0	N/A
	Somewhat Agree	12%	1,073	0%	0	N/A
	Neither Agree nor Disagree	7%	685	0%	0	N/A
	Somewhat Disagree	1%	57	0%	0	N/A
	Strongly Disagree	0%	46	0%	0	N/A
	Did not experience in-person learning	28%	2,586	0%	0	N/A
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	0%	0	N/A
	Somewhat Agree	10%	953	0%	0	N/A
	Neither Agree nor Disagree	6%	507	0%	0	N/A
	Somewhat Disagree	0%	43	0%	0	N/A
	Strongly Disagree	0%	39	0%	0	N/A
	Did not experience in-person learning	25%	2,316	0%	0	N/A
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	0%	0	N/A
	Somewhat Agree	13%	1,191	0%	0	N/A
	Neither Agree nor Disagree	11%	1,021	0%	0	N/A
	Somewhat Disagree	7%	604	0%	0	N/A
	Strongly Disagree	27%	2,455	0%	0	N/A
	Did not experience in-person learning	30%	2,748	0%	0	N/A

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 0 Response Rate = 0%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	Strongly Agree	23%	2,082	0%	0	N/A
	Somewhat Agree	15%	1,419	0%	0	N/A
	Neither Agree nor Disagree	13%	1,207	0%	0	N/A
	Somewhat Disagree	7%	631	0%	0	N/A
	Strongly Disagree	14%	1,301	0%	0	N/A
	Did not experience in-person learning	28%	2,565	0%	0	N/A
Q8a The school has provided me with help to support my child's remote learning.	Strongly Agree	69%	6,334	0%	0	N/A
	Somewhat Agree	19%	1,739	0%	0	N/A
	Neither Agree nor Disagree	6%	552	0%	0	N/A
	Somewhat Disagree	3%	256	0%	0	N/A
	Strongly Disagree	2%	202	0%	0	N/A
	Did not experience remote learning	1%	122	0%	0	N/A
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	28%	2,552	0%	0	N/A
	Somewhat Agree	21%	1,913	0%	0	N/A
	Neither Agree nor Disagree	11%	1,004	0%	0	N/A
	Somewhat Disagree	12%	1,094	0%	0	N/A
	Strongly Disagree	27%	2,529	0%	0	N/A
	Did not experience remote learning	1%	113	0%	0	N/A

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 0 Response Rate = 0%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	0%	0	N/A
	Somewhat Agree	25%	2,258	0%	0	N/A
	Neither Agree nor Disagree	11%	974	0%	0	N/A
	Somewhat Disagree	7%	656	0%	0	N/A
	Strongly Disagree	15%	1,381	0%	0	N/A
	Did not experience remote learning	1%	107	0%	0	N/A
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	0%	0	N/A
	Somewhat Agree	22%	2,003	0%	0	N/A
	Neither Agree nor Disagree	5%	479	0%	0	N/A
	Somewhat Disagree	4%	388	0%	0	N/A
	Strongly Disagree	2%	227	0%	0	N/A
	Did not experience remote learning	1%	85	0%	0	N/A
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	0%	0	N/A
	Somewhat Agree	10%	928	0%	0	N/A
	Neither Agree nor Disagree	3%	263	0%	0	N/A
	Somewhat Disagree	1%	97	0%	0	N/A
	Strongly Disagree	1%	88	0%	0	N/A
	Did not experience remote learning	1%	82	0%	0	N/A
Q9a I have a clear idea how the school is educating my child.	Strongly Agree	67%	6,173	0%	0	N/A
	Somewhat Agree	24%	2,170	0%	0	N/A
	Neither Agree nor Disagree	6%	508	0%	0	N/A
	Somewhat Disagree	3%	234	0%	0	N/A
	Strongly Disagree	1%	120	0%	0	N/A

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 0 Response Rate = 0%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	Strongly Agree	39%	3,628	0%	0	N/A
	Somewhat Agree	27%	2,507	0%	0	N/A
	Neither Agree nor Disagree	15%	1,420	0%	0	N/A
	Somewhat Disagree	9%	867	0%	0	N/A
	Strongly Disagree	9%	783	0%	0	N/A
Q9c I am concerned about my child's social or emotional well-being.	Strongly Agree	35%	3,258	0%	0	N/A
	Somewhat Agree	23%	2,123	0%	0	N/A
	Neither Agree nor Disagree	14%	1,313	0%	0	N/A
	Somewhat Disagree	10%	877	0%	0	N/A
	Strongly Disagree	18%	1,634	0%	0	N/A
Q9d I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	52%	4,773	0%	0	N/A
	Somewhat Agree	24%	2,249	0%	0	N/A
	Neither Agree nor Disagree	15%	1,360	0%	0	N/A
	Somewhat Disagree	5%	447	0%	0	N/A
	Strongly Disagree	4%	376	0%	0	N/A

NYSED CSO Parent Survey 2021

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

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

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	0%	0	N/A
	Somewhat Agree	24%	576	0%	0	N/A
	Neither Agree nor Disagree	8%	196	0%	0	N/A
	Somewhat Disagree	4%	101	0%	0	N/A
	Strongly Disagree	2%	59	0%	0	N/A
Q1f The school has a strong science curriculum.	Strongly Agree	42%	1,009	0%	0	N/A
	Somewhat Agree	27%	660	0%	0	N/A
	Neither Agree nor Disagree	21%	509	0%	0	N/A
	Somewhat Disagree	6%	135	0%	0	N/A
	Strongly Disagree	4%	99	0%	0	N/A
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	65%	1,572	0%	0	N/A
	Somewhat Agree	27%	650	0%	0	N/A
	Neither Agree nor Disagree	4%	87	0%	0	N/A
	Somewhat Disagree	3%	69	0%	0	N/A
	Strongly Disagree	1%	34	0%	0	N/A
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	0%	0	N/A
	Somewhat Agree	31%	751	0%	0	N/A
	Neither Agree nor Disagree	4%	104	0%	0	N/A
	Somewhat Disagree	3%	69	0%	0	N/A
	Strongly Disagree	1%	20	0%	0	N/A

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

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

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	1,623	0%	0	N/A
	Somewhat Agree	26%	633	0%	0	N/A
	Neither Agree nor Disagree	4%	89	0%	0	N/A
	Somewhat Disagree	2%	41	0%	0	N/A
	Strongly Disagree	1%	26	0%	0	N/A
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	63%	1,508	0%	0	N/A
	Somewhat Agree	26%	632	0%	0	N/A
	Neither Agree nor Disagree	6%	152	0%	0	N/A
	Somewhat Disagree	4%	87	0%	0	N/A
	Strongly Disagree	1%	33	0%	0	N/A
Q3d The school modifies its academic program after using data measurements.	Strongly Agree	59%	1,419	0%	0	N/A
	Somewhat Agree	26%	631	0%	0	N/A
	Neither Agree nor Disagree	8%	190	0%	0	N/A
	Somewhat Disagree	5%	124	0%	0	N/A
	Strongly Disagree	2%	48	0%	0	N/A
Q3e The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	64%	1,555	0%	0	N/A
	Somewhat Agree	25%	614	0%	0	N/A
	Neither Agree nor Disagree	6%	142	0%	0	N/A
	Somewhat Disagree	3%	76	0%	0	N/A
	Strongly Disagree	1%	25	0%	0	N/A

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	0%	0	N/A
	Somewhat Agree	16%	375	0%	0	N/A
	Neither Agree nor Disagree	10%	238	0%	0	N/A
	Somewhat Disagree	1%	30	0%	0	N/A
	Strongly Disagree	1%	26	0%	0	N/A
Q4b The school follows the NYSED approved identification process for English language learners.	Strongly Agree	68%	1,648	0%	0	N/A
	Somewhat Agree	17%	404	0%	0	N/A
	Neither Agree nor Disagree	12%	296	0%	0	N/A
	Somewhat Disagree	2%	38	0%	0	N/A
	Strongly Disagree	1%	26	0%	0	N/A
Q4c The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	67%	1,606	0%	0	N/A
	Somewhat Agree	23%	553	0%	0	N/A
	Neither Agree nor Disagree	5%	128	0%	0	N/A
	Somewhat Disagree	3%	83	0%	0	N/A
	Strongly Disagree	2%	42	0%	0	N/A
Q4d The school provides supports to meet the academic needs for English language learners.	Strongly Agree	63%	1,520	0%	0	N/A
	Somewhat Agree	23%	560	0%	0	N/A
	Neither Agree nor Disagree	8%	181	0%	0	N/A
	Somewhat Disagree	4%	102	0%	0	N/A
	Strongly Disagree	2%	49	0%	0	N/A

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	0%	0	N/A
	Somewhat Agree	19%	466	0%	0	N/A
	Neither Agree nor Disagree	6%	148	0%	0	N/A
	Somewhat Disagree	2%	49	0%	0	N/A
	Strongly Disagree	1%	24	0%	0	N/A
Q4f The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	67%	1,627	0%	0	N/A
	Somewhat Agree	22%	533	0%	0	N/A
	Neither Agree nor Disagree	7%	159	0%	0	N/A
	Somewhat Disagree	3%	67	0%	0	N/A
	Strongly Disagree	1%	26	0%	0	N/A
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	55%	1,337	0%	0	N/A
	Somewhat Agree	27%	644	0%	0	N/A
	Neither Agree nor Disagree	8%	199	0%	0	N/A
	Somewhat Disagree	7%	157	0%	0	N/A
	Strongly Disagree	3%	75	0%	0	N/A
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	0%	0	N/A
	Somewhat Agree	30%	719	0%	0	N/A
	Neither Agree nor Disagree	15%	353	0%	0	N/A
	Somewhat Disagree	15%	353	0%	0	N/A
	Strongly Disagree	9%	211	0%	0	N/A

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

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

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	0%	0	N/A
	Somewhat Agree	32%	766	0%	0	N/A
	Neither Agree nor Disagree	12%	281	0%	0	N/A
	Somewhat Disagree	9%	216	0%	0	N/A
	Strongly Disagree	3%	82	0%	0	N/A
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	0%	0	N/A
	Somewhat Agree	25%	595	0%	0	N/A
	Neither Agree nor Disagree	14%	337	0%	0	N/A
	Somewhat Disagree	7%	179	0%	0	N/A
	Strongly Disagree	5%	113	0%	0	N/A
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	62%	1,484	0%	0	N/A
	Somewhat Agree	25%	613	0%	0	N/A
	Neither Agree nor Disagree	8%	185	0%	0	N/A
	Somewhat Disagree	4%	89	0%	0	N/A
	Strongly Disagree	2%	41	0%	0	N/A
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	58%	1,409	0%	0	N/A
	Somewhat Agree	26%	626	0%	0	N/A
	Neither Agree nor Disagree	9%	229	0%	0	N/A
	Somewhat Disagree	5%	110	0%	0	N/A
	Strongly Disagree	2%	38	0%	0	N/A

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	0%	0	N/A
	Somewhat Agree	17%	409	0%	0	N/A
	Neither Agree nor Disagree	3%	77	0%	0	N/A
	Somewhat Disagree	1%	29	0%	0	N/A
	Strongly Disagree	1%	18	0%	0	N/A
Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	1,596	0%	0	N/A
	Somewhat Agree	24%	590	0%	0	N/A
	Neither Agree nor Disagree	6%	141	0%	0	N/A
	Somewhat Disagree	2%	57	0%	0	N/A
	Strongly Disagree	1%	28	0%	0	N/A
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	0%	0	N/A
	Somewhat Agree	27%	662	0%	0	N/A
	Neither Agree nor Disagree	5%	130	0%	0	N/A
	Somewhat Disagree	5%	110	0%	0	N/A
	Strongly Disagree	2%	40	0%	0	N/A
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	0%	0	N/A
	Somewhat Agree	22%	528	0%	0	N/A
	Neither Agree nor Disagree	6%	134	0%	0	N/A
	Somewhat Disagree	3%	84	0%	0	N/A
	Strongly Disagree	2%	39	0%	0	N/A

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

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

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

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

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

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

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

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

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

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

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

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

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

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

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

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

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Edmund W Gordon Brooklyn Laboratory CS Response n = 0

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	Well organized	78%	1,878	0%	0	N/A
	Well attended	83%	2,012	0%	0	N/A
	Focused on relevant content	70%	1,696	0%	0	N/A
	Recognized by all faculty as valuable	45%	1,092	0%	0	N/A
	None of the above	2%	60	0%	0	N/A
Q21 Please select all types of meetings where faculty members collaborate with one another.	Team meetings	94%	2,271	0%	0	N/A
	Department meetings	76%	1,834	0%	0	N/A
	Staff meetings	86%	2,081	0%	0	N/A
	Informal planning time	78%	1,892	0%	0	N/A
	Teacher/professional leadership meetings	73%	1,764	0%	0	N/A
	Other	9%	226	0%	0	N/A

NYSED CSO Teacher Survey 2021

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 1 Response Rate = 1%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q1a_In-Person I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	11%	358	0%	0	-11
	Somewhat Agree	15%	476	0%	0	-15
	Neither Agree nor Disagree	8%	257	0%	0	-8
	Somewhat Disagree	4%	132	0%	0	-4
	Strongly Disagree	5%	147	0%	0	-5
	I have not attended in-person	57%	1,825	100%	1	43
Q1a_Remote I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	18%	566	0%	0	-18
	Somewhat Agree	22%	712	0%	0	-22
	Neither Agree nor Disagree	19%	595	0%	0	-19
	Somewhat Disagree	9%	291	0%	0	-9
	Strongly Disagree	15%	478	0%	0	-15
	I have not attended remotely	17%	553	100%	1	83
Q1b_In-Person I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	13%	423	0%	0	-13
	Somewhat Agree	13%	405	0%	0	-13
	Neither Agree nor Disagree	8%	247	0%	0	-8
	Somewhat Disagree	4%	131	0%	0	-4
	Strongly Disagree	6%	184	0%	0	-6
	I have not attended in-person	56%	1,805	100%	1	44
Q1b_Remote I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	18%	584	100%	1	82
	Somewhat Agree	22%	702	0%	0	-22
	Neither Agree nor Disagree	17%	537	0%	0	-17
	Somewhat Disagree	10%	323	0%	0	-10
	Strongly Disagree	15%	485	0%	0	-15
	I have not attended remotely	18%	564	0%	0	-18
Q1c_In-Person At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	17%	532	0%	0	-17
	Somewhat Agree	18%	561	0%	0	-18
	Neither Agree nor Disagree	10%	304	0%	0	-10
	Somewhat Disagree	4%	134	0%	0	-4
	Strongly Disagree	3%	89	0%	0	-3
	I have not attended in-person	49%	1,575	100%	1	51

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 1 Response Rate = 1%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q1c_Remote At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	27%	876	0%	0	-27
	Somewhat Agree	33%	1,045	100%	1	67
	Neither Agree nor Disagree	20%	629	0%	0	-20
	Somewhat Disagree	8%	264	0%	0	-8
	Strongly Disagree	7%	226	0%	0	-7
	I have not attended remotely	5%	155	0%	0	-5
Q1d_In-Person There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	31%	979	0%	0	-31
	Somewhat Agree	11%	361	0%	0	-11
	Neither Agree nor Disagree	6%	194	0%	0	-6
	Somewhat Disagree	2%	60	0%	0	-2
	Strongly Disagree	1%	37	0%	0	-1
	I have not attended in-person	49%	1,564	100%	1	51
Q1d_Remote There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	40%	1,285	100%	1	60
	Somewhat Agree	25%	789	0%	0	-25
	Neither Agree nor Disagree	16%	524	0%	0	-16
	Somewhat Disagree	5%	169	0%	0	-5
	Strongly Disagree	6%	199	0%	0	-6
	I have not attended remotely	7%	229	0%	0	-7
Q1e_In-Person I have the opportunity to be part of class discussions or activities.	Strongly Agree	33%	1,055	0%	0	-33
	Somewhat Agree	12%	388	0%	0	-12
	Neither Agree nor Disagree	5%	148	0%	0	-5
	Somewhat Disagree	1%	28	0%	0	-1
	Strongly Disagree	1%	27	0%	0	-1
	I have not attended in-person	48%	1,549	100%	1	52
Q1e_Remote I have the opportunity to be part of class discussions or activities.	Strongly Agree	60%	1,929	100%	1	40
	Somewhat Agree	23%	722	0%	0	-23
	Neither Agree nor Disagree	9%	286	0%	0	-9
	Somewhat Disagree	2%	61	0%	0	-2
	Strongly Disagree	2%	63	0%	0	-2
	I have not attended remotely	4%	134	0%	0	-4

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 1 Response Rate = 1%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q2a The bathrooms in this school are clean.	Strongly Agree	21%	665	0%	0	-21
	Somewhat Agree	18%	588	0%	0	-18
	Neither Agree nor Disagree	9%	300	0%	0	-9
	Somewhat Disagree	5%	151	0%	0	-5
	Strongly Disagree	4%	119	0%	0	-4
	I have not attended in-person	43%	1,372	100%	1	57
Q2b The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	21%	684	0%	0	-21
	Somewhat Agree	21%	656	0%	0	-21
	Neither Agree nor Disagree	9%	284	0%	0	-9
	Somewhat Disagree	5%	158	0%	0	-5
	Strongly Disagree	2%	71	0%	0	-2
	I have not attended in-person	42%	1,342	100%	1	58
Q2c Repairs are made in a timely manner.	Strongly Agree	18%	560	0%	0	-18
	Somewhat Agree	16%	510	0%	0	-16
	Neither Agree nor Disagree	18%	591	0%	0	-18
	Somewhat Disagree	4%	118	0%	0	-4
	Strongly Disagree	2%	70	0%	0	-2
	I have not attended in-person	42%	1,346	100%	1	58
Q2d I am proud of the way my school looks.	Strongly Agree	25%	811	0%	0	-25
	Somewhat Agree	18%	579	0%	0	-18
	Neither Agree nor Disagree	12%	393	0%	0	-12
	Somewhat Disagree	4%	112	0%	0	-4
	Strongly Disagree	3%	91	0%	0	-3
	I have not attended in-person	38%	1,209	100%	1	62
Q3a This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	41%	1,321	0%	0	-41
	Somewhat Agree	29%	922	0%	0	-29
	Neither Agree nor Disagree	23%	745	100%	1	77
	Somewhat Disagree	4%	122	0%	0	-4
	Strongly Disagree	3%	85	0%	0	-3

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 1 Response Rate = 1%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q3b The things I'm learning in school are important to me.	Strongly Agree	34%	1,083	0%	0	-34
	Somewhat Agree	36%	1,155	100%	1	64
	Neither Agree nor Disagree	17%	552	0%	0	-17
	Somewhat Disagree	8%	258	0%	0	-8
	Strongly Disagree	5%	147	0%	0	-5
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	37%	1,187	0%	0	-37
	Somewhat Agree	36%	1,145	100%	1	64
	Neither Agree nor Disagree	18%	590	0%	0	-18
	Somewhat Disagree	6%	176	0%	0	-6
	Strongly Disagree	3%	97	0%	0	-3
Q4a My classes are challenging.	Strongly Agree	23%	736	0%	0	-23
	Somewhat Agree	44%	1,391	100%	1	56
	Neither Agree nor Disagree	21%	680	0%	0	-21
	Somewhat Disagree	9%	293	0%	0	-9
	Strongly Disagree	3%	95	0%	0	-3
Q4b I feel that I am on-track for high school graduation.	Strongly Agree	47%	1,492	100%	1	53
	Somewhat Agree	30%	951	0%	0	-30
	Neither Agree nor Disagree	15%	470	0%	0	-15
	Somewhat Disagree	6%	204	0%	0	-6
	Strongly Disagree	2%	78	0%	0	-2
Q4c The school provides me with college prep assistance and information.	Strongly Agree	42%	1,356	100%	1	58
	Somewhat Agree	32%	1,035	0%	0	-32
	Neither Agree nor Disagree	19%	600	0%	0	-19
	Somewhat Disagree	4%	137	0%	0	-4
	Strongly Disagree	2%	67	0%	0	-2
Q4d I know who to talk to for information about different careers.	Strongly Agree	44%	1,393	0%	0	-44
	Somewhat Agree	28%	895	100%	1	72
	Neither Agree nor Disagree	17%	558	0%	0	-17
	Somewhat Disagree	7%	213	0%	0	-7
	Strongly Disagree	4%	136	0%	0	-4

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 1 Response Rate = 1%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q5a_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	87	0%	0	-3
	Weekly	2%	48	0%	0	-2
	Monthly	1%	27	0%	0	-1
	A few times	5%	144	0%	0	-5
	Rarely	10%	315	0%	0	-10
	Never	23%	743	0%	0	-23
	I have not attended in-person	57%	1,831	100%	1	43
Q5a_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	110	0%	0	-3
	Weekly	2%	61	0%	0	-2
	Monthly	1%	41	0%	0	-1
	A few times	5%	156	0%	0	-5
	Rarely	11%	351	0%	0	-11
	Never	71%	2,267	100%	1	29
	I have not attended remotely	7%	209	0%	0	-7
Q5b_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	2%	74	0%	0	-2
	Weekly	1%	29	0%	0	-1
	Monthly	1%	25	0%	0	-1
	A few times	3%	108	0%	0	-3
	Rarely	7%	220	0%	0	-7
	Never	29%	912	0%	0	-29
	I have not attended in-person	57%	1,827	100%	1	43
Q5b_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	3%	90	0%	0	-3
	Weekly	2%	60	0%	0	-2
	Monthly	1%	33	0%	0	-1
	A few times	4%	125	0%	0	-4
	Rarely	9%	286	0%	0	-9
	Never	75%	2,402	100%	1	25
	I have not attended remotely	6%	199	0%	0	-6

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 1 Response Rate = 1%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q5c_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	2%	78	0%	0	-2
	Weekly	1%	35	0%	0	-1
	Monthly	1%	25	0%	0	-1
	A few times	4%	125	0%	0	-4
	Rarely	8%	263	0%	0	-8
	Never	26%	846	0%	0	-26
	I have not attended in-person	57%	1,823	100%	1	43
Q5c_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	96	0%	0	-3
	Weekly	2%	57	0%	0	-2
	Monthly	1%	24	0%	0	-1
	A few times	4%	134	0%	0	-4
	Rarely	10%	322	0%	0	-10
	Never	74%	2,369	100%	1	26
	I have not attended remotely	6%	193	0%	0	-6
Q5d_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	2%	74	0%	0	-2
	Weekly	2%	51	0%	0	-2
	Monthly	1%	30	0%	0	-1
	A few times	5%	148	0%	0	-5
	Rarely	7%	233	0%	0	-7
	Never	26%	835	0%	0	-26
	I have not attended in-person	57%	1,824	100%	1	43
Q5d_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	107	0%	0	-3
	Weekly	2%	52	0%	0	-2
	Monthly	1%	42	0%	0	-1
	A few times	5%	162	0%	0	-5
	Rarely	10%	304	0%	0	-10
	Never	73%	2,333	100%	1	27
	I have not attended remotely	6%	195	0%	0	-6

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 1 Response Rate = 1%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q5e_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	87	0%	0	-3
	Weekly	1%	37	0%	0	-1
	Monthly	1%	26	0%	0	-1
	A few times	4%	143	0%	0	-4
	Rarely	8%	264	0%	0	-8
	Never	26%	816	0%	0	-26
	I have not attended in-person	57%	1,822	100%	1	43
Q5e_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	95	0%	0	-3
	Weekly	2%	59	0%	0	-2
	Monthly	1%	47	0%	0	-1
	A few times	5%	165	0%	0	-5
	Rarely	10%	311	0%	0	-10
	Never	73%	2,323	100%	1	27
	I have not attended remotely	6%	195	0%	0	-6
Q5f_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	2%	73	0%	0	-2
	Weekly	2%	49	0%	0	-2
	Monthly	1%	28	0%	0	-1
	A few times	5%	169	0%	0	-5
	Rarely	8%	243	0%	0	-8
	Never	25%	800	0%	0	-25
	I have not attended in-person	57%	1,833	100%	1	43
Q5f_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	99	0%	0	-3
	Weekly	2%	52	0%	0	-2
	Monthly	1%	42	0%	0	-1
	A few times	5%	168	0%	0	-5
	Rarely	10%	327	0%	0	-10
	Never	72%	2,304	100%	1	28
	I have not attended remotely	6%	203	0%	0	-6

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 1 Response Rate = 1%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q5g_In-Person [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	3%	103	0%	0	-3
	Weekly	2%	63	0%	0	-2
	Monthly	2%	53	0%	0	-2
	A few times	7%	237	0%	0	-7
	Rarely	9%	272	0%	0	-9
	Never	20%	641	0%	0	-20
	I have not attended in-person	57%	1,826	100%	1	43
Q5g_Remote [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	4%	116	0%	0	-4
	Weekly	2%	61	0%	0	-2
	Monthly	1%	43	0%	0	-1
	A few times	8%	269	0%	0	-8
	Rarely	13%	401	100%	1	87
	Never	66%	2,098	0%	0	-66
	I have not attended remotely	6%	207	0%	0	-6
Q5h_In-Person [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	86	0%	0	-3
	Weekly	1%	34	0%	0	-1
	Monthly	1%	17	0%	0	-1
	A few times	3%	108	0%	0	-3
	Rarely	5%	162	0%	0	-5
	Never	30%	958	0%	0	-30
	I have not attended in-person	57%	1,830	100%	1	43
Q5h_Remote [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	4%	115	0%	0	-4
	Weekly	2%	48	0%	0	-2
	Monthly	1%	39	0%	0	-1
	A few times	5%	146	0%	0	-5
	Rarely	8%	246	100%	1	92
	Never	75%	2,383	0%	0	-75
	I have not attended remotely	7%	218	0%	0	-7

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 1 Response Rate = 1%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q6a [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	4%	130	0%	0	-4
	Weekly	2%	56	0%	0	-2
	Monthly	1%	41	0%	0	-1
	A few times	6%	201	0%	0	-6
	Rarely	14%	449	0%	0	-14
	Never	73%	2,318	100%	1	27
Q6b [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	4%	112	0%	0	-4
	Weekly	2%	55	0%	0	-2
	Monthly	1%	47	0%	0	-1
	A few times	5%	145	0%	0	-5
	Rarely	12%	390	0%	0	-12
	Never	77%	2,446	100%	1	23
Q6c [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	98	0%	0	-3
	Weekly	2%	56	0%	0	-2
	Monthly	2%	49	0%	0	-2
	A few times	6%	180	0%	0	-6
	Rarely	12%	393	0%	0	-12
	Never	76%	2,419	100%	1	24
Q6d [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	110	0%	0	-3
	Weekly	2%	50	0%	0	-2
	Monthly	2%	53	0%	0	-2
	A few times	6%	195	0%	0	-6
	Rarely	13%	419	0%	0	-13
	Never	74%	2,368	100%	1	26
Q6e [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	108	0%	0	-3
	Weekly	2%	54	0%	0	-2
	Monthly	2%	59	0%	0	-2
	A few times	7%	214	0%	0	-7
	Rarely	13%	400	100%	1	87
	Never	74%	2,360	0%	0	-74

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 1 Response Rate = 1%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q6f [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	110	0%	0	-3
	Weekly	2%	56	0%	0	-2
	Monthly	2%	48	0%	0	-2
	A few times	6%	202	0%	0	-6
	Rarely	13%	422	0%	0	-13
	Never	74%	2,357	100%	1	26
Q6g [How often type of cyberbullying experienced or observed] Student to student based on another reason.	Daily	4%	127	0%	0	-4
	Weekly	2%	79	0%	0	-2
	Monthly	2%	73	0%	0	-2
	A few times	9%	297	0%	0	-9
	Rarely	15%	464	100%	1	85
	Never	67%	2,155	0%	0	-67
Q6h [How often type of cyberbullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	107	0%	0	-3
	Weekly	2%	52	0%	0	-2
	Monthly	1%	40	0%	0	-1
	A few times	5%	145	0%	0	-5
	Rarely	9%	300	100%	1	91
	Never	80%	2,551	0%	0	-80
Q7a I feel physically safe in my school.	Strongly Agree	43%	1,377	0%	0	-43
	Somewhat Agree	27%	877	0%	0	-27
	Neither Agree nor Disagree	25%	798	100%	1	75
	Somewhat Disagree	3%	95	0%	0	-3
	Strongly Disagree	2%	48	0%	0	-2
Q7b I feel safe traveling to and from my school.	Strongly Agree	41%	1,299	0%	0	-41
	Somewhat Agree	29%	929	100%	1	71
	Neither Agree nor Disagree	23%	748	0%	0	-23
	Somewhat Disagree	5%	158	0%	0	-5
	Strongly Disagree	2%	61	0%	0	-2

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 1 Response Rate = 1%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q7c I feel that the school culture supports me.	Strongly Agree	47%	1,488	0%	0	-47
	Somewhat Agree	28%	907	100%	1	72
	Neither Agree nor Disagree	20%	651	0%	0	-20
	Somewhat Disagree	3%	101	0%	0	-3
	Strongly Disagree	2%	48	0%	0	-2
Q7d I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	40%	1,276	0%	0	-40
	Somewhat Agree	27%	864	0%	0	-27
	Neither Agree nor Disagree	22%	690	100%	1	78
	Somewhat Disagree	7%	231	0%	0	-7
	Strongly Disagree	4%	134	0%	0	-4
Q7e I have not had anything stolen from me at this school.	Strongly Agree	54%	1,710	100%	1	46
	Somewhat Agree	14%	436	0%	0	-14
	Neither Agree nor Disagree	18%	561	0%	0	-18
	Somewhat Disagree	6%	182	0%	0	-6
	Strongly Disagree	10%	306	0%	0	-10
Q7f I have not seen any property damaged by students at this school.	Strongly Agree	36%	1,139	0%	0	-36
	Somewhat Agree	17%	529	0%	0	-17
	Neither Agree nor Disagree	28%	883	0%	0	-28
	Somewhat Disagree	11%	344	0%	0	-11
	Strongly Disagree	9%	300	100%	1	91
Q8a Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	57%	1,826	100%	1	43
	Somewhat Agree	31%	994	0%	0	-31
	Neither Agree nor Disagree	8%	255	0%	0	-8
	Somewhat Disagree	3%	89	0%	0	-3
	Strongly Disagree	1%	31	0%	0	-1
Q8b My teachers care about me.	Strongly Agree	53%	1,690	0%	0	-53
	Somewhat Agree	27%	878	100%	1	73
	Neither Agree nor Disagree	16%	517	0%	0	-16
	Somewhat Disagree	2%	67	0%	0	-2
	Strongly Disagree	1%	43	0%	0	-1

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 1 Response Rate = 1%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q8c My teachers give me individual attention when I ask and even when I don't ask but need it.	Strongly Agree	49%	1,575	100%	1	51
	Somewhat Agree	32%	1,025	0%	0	-32
	Neither Agree nor Disagree	14%	445	0%	0	-14
	Somewhat Disagree	3%	100	0%	0	-3
	Strongly Disagree	2%	50	0%	0	-2
Q8d My teachers expect me to do my best all the time.	Strongly Agree	66%	2,107	100%	1	34
	Somewhat Agree	24%	760	0%	0	-24
	Neither Agree nor Disagree	8%	271	0%	0	-8
	Somewhat Disagree	1%	38	0%	0	-1
	Strongly Disagree	1%	19	0%	0	-1
Q8e My teachers often connect what I am learning to life outside the classroom.	Strongly Agree	41%	1,301	0%	0	-41
	Somewhat Agree	31%	998	100%	1	69
	Neither Agree nor Disagree	19%	615	0%	0	-19
	Somewhat Disagree	6%	184	0%	0	-6
	Strongly Disagree	3%	97	0%	0	-3
Q8f I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.	Strongly Agree	51%	1,631	0%	0	-51
	Somewhat Agree	19%	612	0%	0	-19
	Neither Agree nor Disagree	17%	551	100%	1	83
	Somewhat Disagree	5%	148	0%	0	-5
	Strongly Disagree	8%	253	0%	0	-8
Q9a I am treated respectfully by my fellow students.	Strongly Agree	47%	1,507	100%	1	53
	Somewhat Agree	32%	1,007	0%	0	-32
	Neither Agree nor Disagree	16%	501	0%	0	-16
	Somewhat Disagree	4%	125	0%	0	-4
	Strongly Disagree	2%	55	0%	0	-2
Q9b I am treated respectfully by my teachers and other adults in my school.	Strongly Agree	65%	2,078	100%	1	35
	Somewhat Agree	24%	781	0%	0	-24
	Neither Agree nor Disagree	9%	275	0%	0	-9
	Somewhat Disagree	1%	39	0%	0	-1
	Strongly Disagree	1%	22	0%	0	-1

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

Edmund W Gordon Brooklyn Laboratory CS Response n = 1 Response Rate = 1%

		All Charter Schools		Edmund W Gordon Brooklyn Laboratory CS		Difference
Q9c Adults working at this school reward students for positive behavior.	Strongly Agree	47%	1,517	0%	0	-47
	Somewhat Agree	28%	899	100%	1	72
	Neither Agree nor Disagree	18%	584	0%	0	-18
	Somewhat Disagree	4%	129	0%	0	-4
	Strongly Disagree	2%	66	0%	0	-2
Q9d Adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree	47%	1,515	100%	1	53
	Somewhat Agree	29%	914	0%	0	-29
	Neither Agree nor Disagree	18%	591	0%	0	-18
	Somewhat Disagree	3%	107	0%	0	-3
	Strongly Disagree	2%	68	0%	0	-2
Q9e This school has a positive impact on my life.	Strongly Agree	40%	1,273	0%	0	-40
	Somewhat Agree	27%	871	0%	0	-27
	Neither Agree nor Disagree	24%	755	100%	1	76
	Somewhat Disagree	5%	149	0%	0	-5
	Strongly Disagree	5%	147	0%	0	-5
Q10 Would you choose to be attending a different school if you could?	Yes	15%	483	0%	0	-15
	No	55%	1,748	100%	1	45
	Maybe	30%	964	0%	0	-30

NYSED CSO Student Survey 2021

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

Edmund W Gordon Brooklyn Laboratory CS

OPEN1 If you did experience or observe cyberbullying in any of the situations above, please list examples of the types of cyberbullying you saw:	i did not see any cyberbullying
OPEN2 We would really appreciate it if you would explain why you chose your answer to 'Would you choose to be attending a different school if you could?'	i feel like i can focus better in remote learning

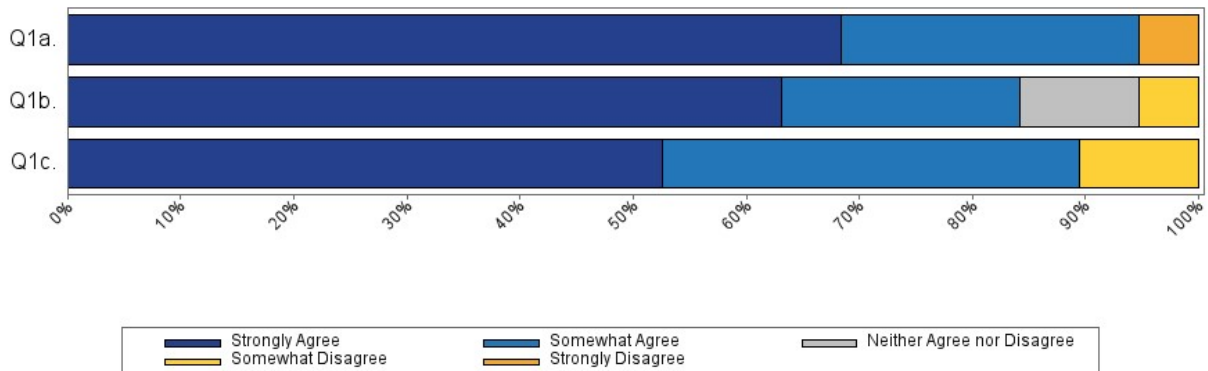
NYSED CSO Parent Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

19 RESPONSES

7% RESPONSE RATE

Academics



Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	68%	13	74%	4,204
	Somewhat Agree	26%	5	19%	1,080
	Neither Agree nor Disagree	0%	0	4%	225
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	5%	1	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	63%	12	70%	3,988
	Somewhat Agree	21%	4	20%	1,166
	Neither Agree nor Disagree	11%	2	4%	254
	Somewhat Disagree	5%	1	3%	143
	Strongly Disagree	0%	0	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	Strongly Agree	53%	10	67%	3,790
	Somewhat Agree	37%	7	23%	1,335
	Neither Agree nor Disagree	0%	0	5%	309
	Somewhat Disagree	11%	2	3%	148
	Strongly Disagree	0%	0	2%	113

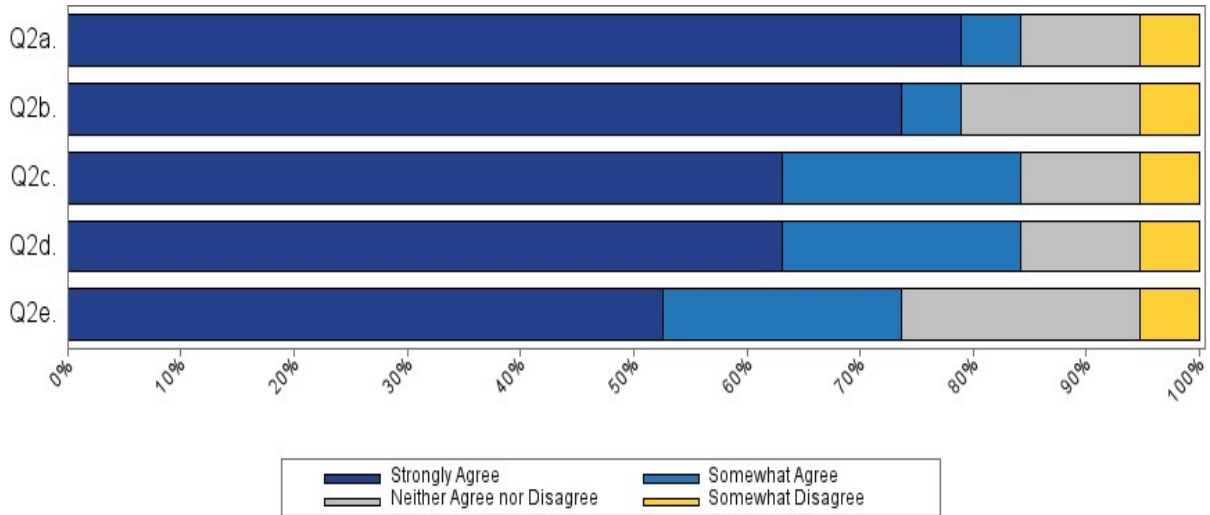
NYSED CSO Parent Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

19 RESPONSES

7% RESPONSE RATE

Behavior Management and Safety



Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	79%	15	68%	3,849
	Somewhat Agree	5%	1	18%	1,051
	Neither Agree nor Disagree	11%	2	8%	456
	Somewhat Disagree	5%	1	3%	173
	Strongly Disagree	0%	0	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	74%	14	63%	3,610
	Somewhat Agree	5%	1	19%	1,068
	Neither Agree nor Disagree	16%	3	10%	593
	Somewhat Disagree	5%	1	4%	205
	Strongly Disagree	0%	0	4%	219

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	63%	12	61%	3,481
	Somewhat Agree	21%	4	20%	1,132
	Neither Agree nor Disagree	11%	2	12%	703
	Somewhat Disagree	5%	1	3%	189
	Strongly Disagree	0%	0	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	63%	12	63%	3,610
	Somewhat Agree	21%	4	22%	1,233
	Neither Agree nor Disagree	11%	2	9%	498
	Somewhat Disagree	5%	1	3%	172
	Strongly Disagree	0%	0	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	53%	10	59%	3,372
	Somewhat Agree	21%	4	21%	1,183
	Neither Agree nor Disagree	21%	4	14%	809
	Somewhat Disagree	5%	1	3%	159
	Strongly Disagree	0%	0	3%	172

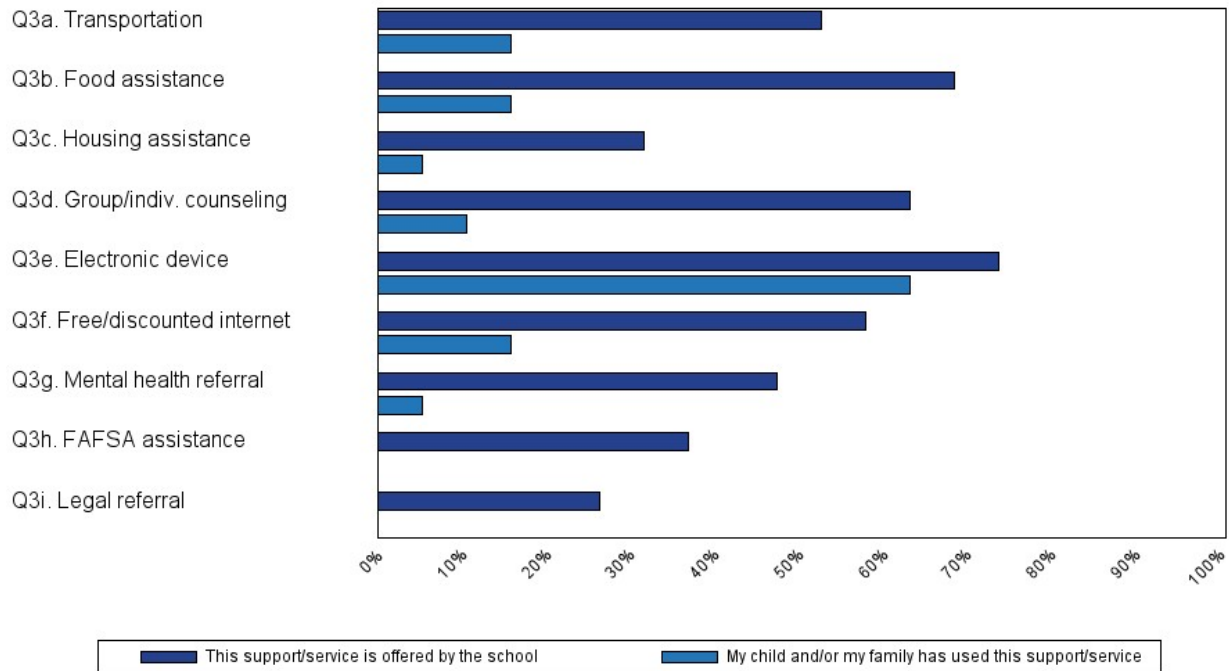
NYSED CSO Parent Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

19 RESPONSES

7% RESPONSE RATE

Support Services



Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	53%	10	68%	3,897
	My child and/or my family has used this support/service	16%	3	28%	1,601

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	68%	13	63%	3,572
	My child and/or my family has used this support/service	16%	3	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	32%	6	26%	1,475
	My child and/or my family has used this support/service	5%	1	8%	449
Q3d. Group/individ. counseling	This support/service is offered by the school	63%	12	56%	3,182
	My child and/or my family has used this support/service	11%	2	16%	905
Q3e. Electronic device	This support/service is offered by the school	74%	14	70%	3,986
	My child and/or my family has used this support/service	63%	12	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	58%	11	43%	2,429
	My child and/or my family has used this support/service	16%	3	14%	799
Q3g. Mental health referral	This support/service is offered by the school	47%	9	42%	2,366

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	5%	1	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	37%	7	34%	1,957
	My child and/or my family has used this support/service	0%	0	8%	470
Q3i. Legal referral	This support/service is offered by the school	26%	5	27%	1,523
	My child and/or my family has used this support/service	0%	0	5%	281

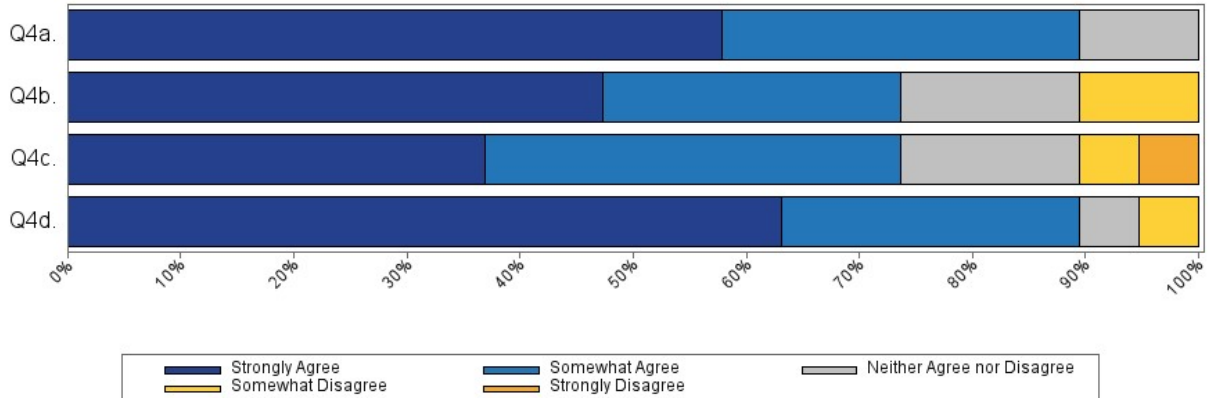
NYSED CSO Parent Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

19 RESPONSES

7% RESPONSE RATE

Behavior Management



Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	58%	11	70%	3,988
	Somewhat Agree	32%	6	20%	1,160
	Neither Agree nor Disagree	11%	2	5%	296
	Somewhat Disagree	0%	0	3%	143
	Strongly Disagree	0%	0	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	47%	9	60%	3,406
	Somewhat Agree	26%	5	23%	1,293
	Neither Agree nor Disagree	16%	3	10%	546
	Somewhat Disagree	11%	2	4%	255
	Strongly Disagree	0%	0	3%	195

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	37%	7	59%	3,369
	Somewhat Agree	37%	7	24%	1,383
	Neither Agree nor Disagree	16%	3	10%	568
	Somewhat Disagree	5%	1	4%	221
	Strongly Disagree	5%	1	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	63%	12	71%	4,023
	Somewhat Agree	26%	5	20%	1,129
	Neither Agree nor Disagree	5%	1	7%	379
	Somewhat Disagree	5%	1	1%	84
	Strongly Disagree	0%	0	1%	80

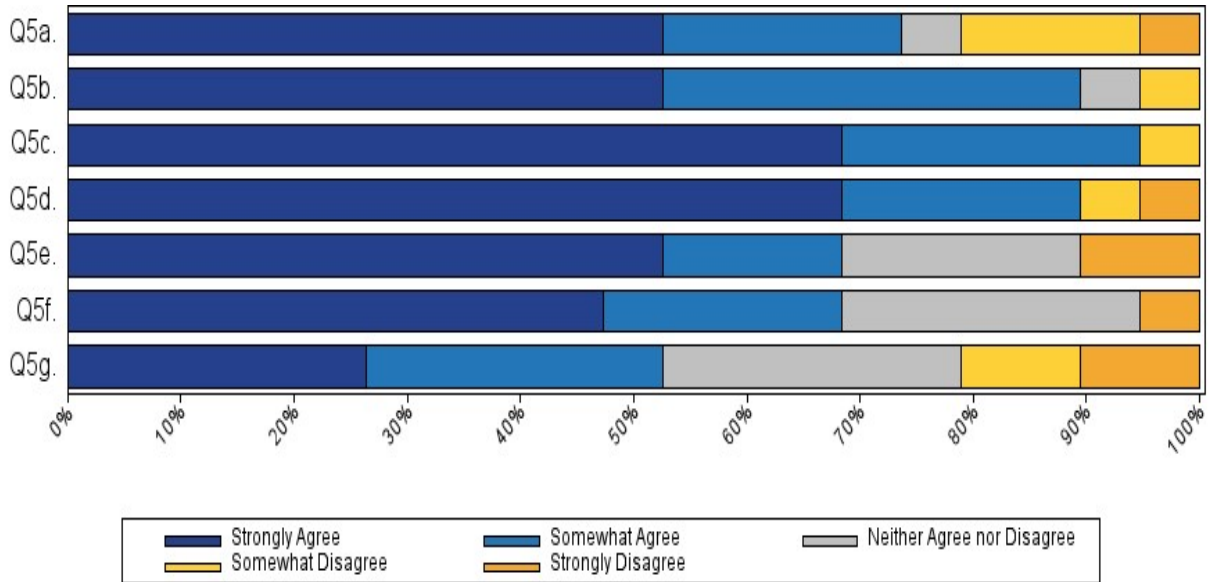
NYSED CSO Parent Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

19 RESPONSES

7% RESPONSE RATE

Family Engagement and Communication



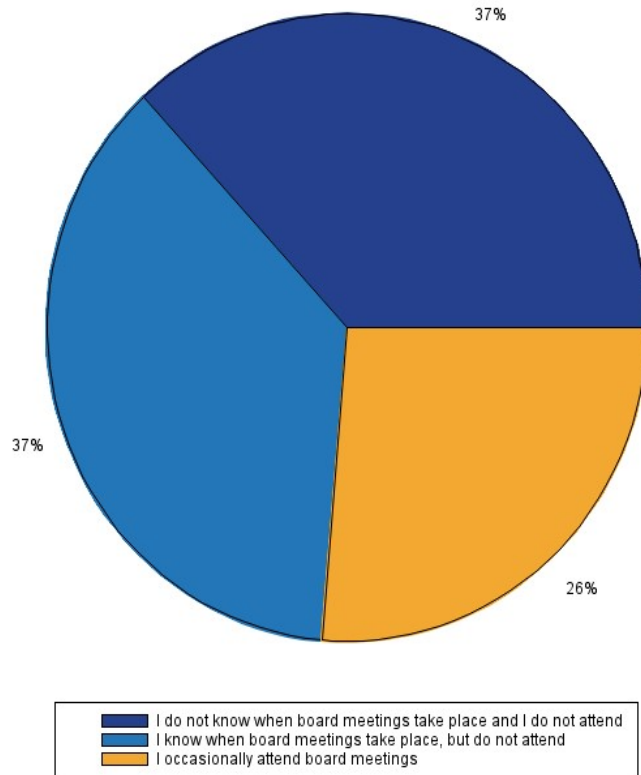
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	53%	10	63%	3,613
	Somewhat Agree	21%	4	21%	1,172
	Neither Agree nor Disagree	5%	1	10%	582
	Somewhat Disagree	16%	3	3%	175
	Strongly Disagree	5%	1	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	53%	10	74%	4,219
	Somewhat Agree	37%	7	16%	937
	Neither Agree nor Disagree	5%	1	4%	235
	Somewhat Disagree	5%	1	3%	157
	Strongly Disagree	0%	0	3%	147

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school uses many methods of communication with families.	Strongly Agree	68%	13	77%	4,411
	Somewhat Agree	26%	5	15%	875
	Neither Agree nor Disagree	0%	0	4%	213
	Somewhat Disagree	5%	1	2%	96
	Strongly Disagree	0%	0	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	68%	13	72%	4,123
	Somewhat Agree	21%	4	18%	1,003
	Neither Agree nor Disagree	0%	0	6%	324
	Somewhat Disagree	5%	1	2%	126
	Strongly Disagree	5%	1	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	53%	10	51%	2,911
	Somewhat Agree	16%	3	19%	1,055
	Neither Agree nor Disagree	21%	4	22%	1,271
	Somewhat Disagree	0%	0	4%	209
	Strongly Disagree	11%	2	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	47%	9	53%	3,016
	Somewhat Agree	21%	4	18%	1,018
	Neither Agree nor Disagree	26%	5	23%	1,295
	Somewhat Disagree	0%	0	3%	150
	Strongly Disagree	5%	1	4%	216

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	26%	5	51%	2,877
	Somewhat Agree	26%	5	19%	1,107
	Neither Agree nor Disagree	26%	5	20%	1,162
	Somewhat Disagree	11%	2	5%	261
	Strongly Disagree	11%	2	5%	288

NYSED CSO Parent Survey 2022
EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL
19 RESPONSES
7% RESPONSE RATE

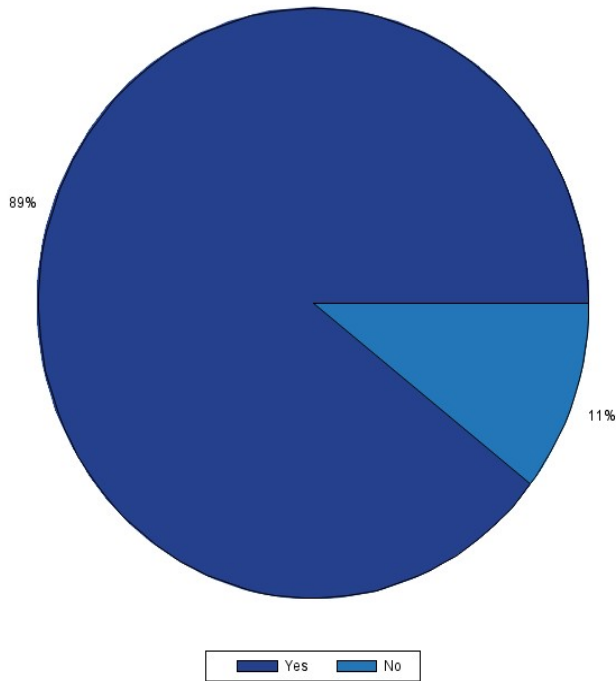
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?



Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	0%	0	14%	808
	I occasionally attend board meetings	26%	5	23%	1,314
	I know when board meetings take place, but do not attend	37%	7	35%	1,975
	I do not know when board meetings take place and I do not attend	37%	7	28%	1,598

NYSED CSO Parent Survey 2022
EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL
19 RESPONSES
7% RESPONSE RATE

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



School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	89%	17	83%	4,724
	No	0%	0	6%	328
	I don't know the school's mission	11%	2	11%	643

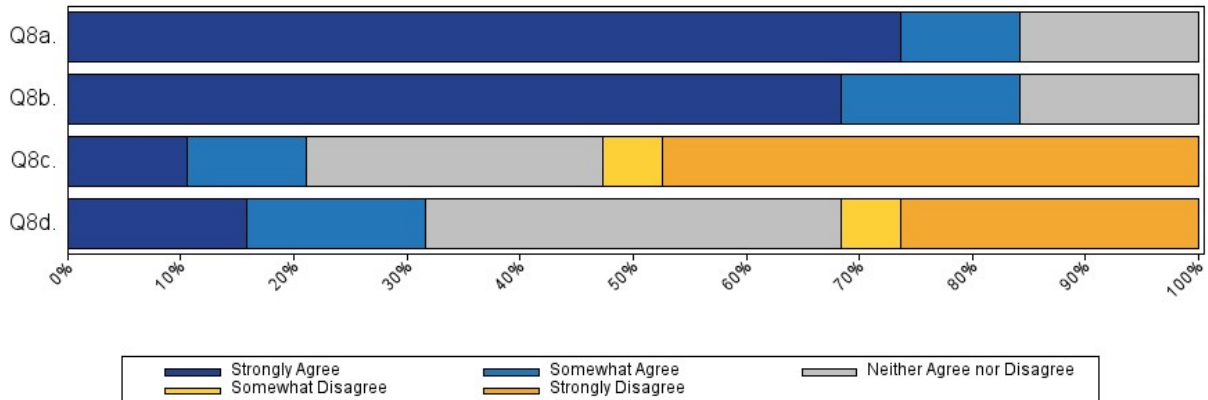
NYSED CSO Parent Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

19 RESPONSES

7% RESPONSE RATE

COVID-19 In-Person Learning Environment



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	74%	14	64%	3,665
	Somewhat Agree	11%	2	18%	1,042
	Neither Agree nor Disagree	16%	3	14%	798
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	0%	0	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	68%	13	70%	3,979
	Somewhat Agree	16%	3	19%	1,060
	Neither Agree nor Disagree	16%	3	8%	457
	Somewhat Disagree	0%	0	2%	101
	Strongly Disagree	0%	0	2%	98

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	11%	2	14%	779
	Somewhat Agree	11%	2	12%	663
	Neither Agree nor Disagree	26%	5	14%	790
	Somewhat Disagree	5%	1	9%	523
	Strongly Disagree	47%	9	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	16%	3	19%	1,085
	Somewhat Agree	16%	3	21%	1,194
	Neither Agree nor Disagree	37%	7	24%	1,384
	Somewhat Disagree	5%	1	11%	623
	Strongly Disagree	26%	5	25%	1,409

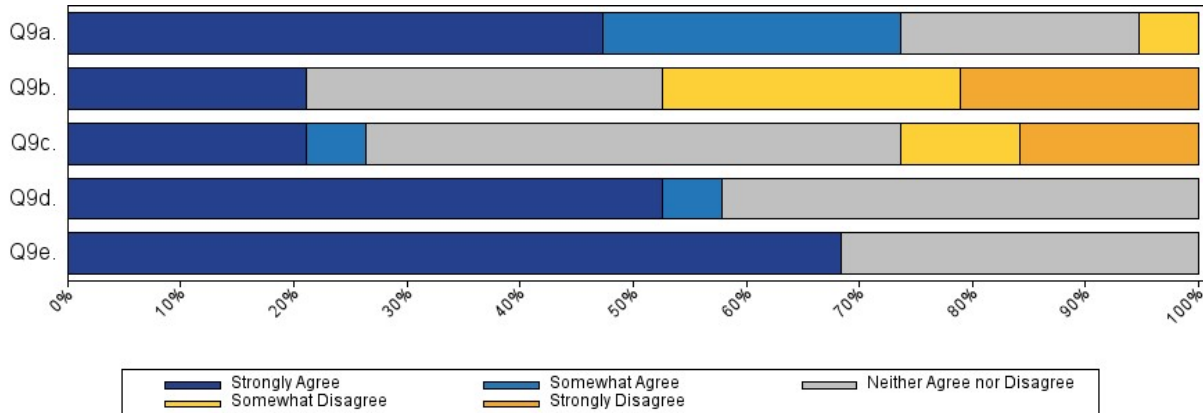
NYSED CSO Parent Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

19 RESPONSES

7% RESPONSE RATE

COVID-19 Remote Learning Environment



COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	47%	9	58%	3,325
	Somewhat Agree	26%	5	17%	943
	Neither Agree nor Disagree	21%	4	21%	1,204
	Somewhat Disagree	5%	1	2%	97
	Strongly Disagree	0%	0	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	21%	4	26%	1,463
	Somewhat Agree	0%	0	16%	888
	Neither Agree nor Disagree	32%	6	24%	1,359
	Somewhat Disagree	26%	5	11%	603
	Strongly Disagree	21%	4	24%	1,382

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	21%	4	29%	1,657
	Somewhat Agree	5%	1	20%	1,153
	Neither Agree nor Disagree	47%	9	26%	1,500
	Somewhat Disagree	11%	2	8%	434
	Strongly Disagree	16%	3	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	53%	10	64%	3,669
	Somewhat Agree	5%	1	14%	824
	Neither Agree nor Disagree	42%	8	16%	939
	Somewhat Disagree	0%	0	2%	142
	Strongly Disagree	0%	0	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	68%	13	73%	4,151
	Somewhat Agree	0%	0	10%	585
	Neither Agree nor Disagree	32%	6	14%	814
	Somewhat Disagree	0%	0	1%	57
	Strongly Disagree	0%	0	2%	88

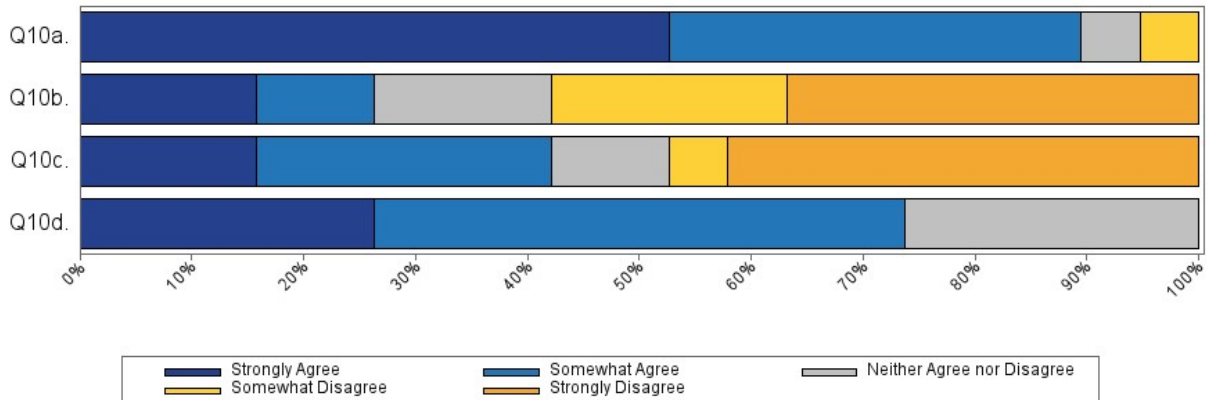
NYSED CSO Parent Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

19 RESPONSES

7% RESPONSE RATE

COVID-19 Learning Environment



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	53%	10	66%	3,744
	Somewhat Agree	37%	7	24%	1,354
	Neither Agree nor Disagree	5%	1	6%	335
	Somewhat Disagree	5%	1	3%	165
	Strongly Disagree	0%	0	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	16%	3	32%	1,812
	Somewhat Agree	11%	2	25%	1,437
	Neither Agree nor Disagree	16%	3	23%	1,332
	Somewhat Disagree	21%	4	11%	621
	Strongly Disagree	37%	7	9%	493

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	16%	3	27%	1,564
	Somewhat Agree	26%	5	18%	1,028
	Neither Agree nor Disagree	11%	2	17%	947
	Somewhat Disagree	5%	1	14%	771
	Strongly Disagree	42%	8	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	26%	5	48%	2,721
	Somewhat Agree	47%	9	24%	1,389
	Neither Agree nor Disagree	26%	5	19%	1,075
	Somewhat Disagree	0%	0	5%	284
	Strongly Disagree	0%	0	4%	226

NYSED CSO Parent Survey 2022
EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL
19 RESPONSES
7% RESPONSE RATE

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

Question Answer
I choose this school for my child because of their reading and math levels. Also because of the level of discipline and structure they uphold.
Because he had friends from his previous school who were coming to Bk Lab. Especially in the pandemic, I wanted him to be amongst friends. I didn't want him to start 6th grade online amongst strangers and make friends later. I think BK Lab did an excellent job keeping kids in classroom as much as possible. They've taken covid precautions seriously and been very clear about their procedures. I think he's supported by his teachers. He's supported by his advisors who communicate with me pretty regularly. My kid is on his way to 8th grade, still engaged in school, trying to do well. He has all of his old friends and has made new ones. These are weird and difficult times. BK Lab has been a great school for my kid, which in the context of the pandemic, is exceptional.
Because being a small school would have more time for my child to learn new things
Both of my children attended for junior high. I am pleased with all of their support. Especially throughout Covid ups and downs.
Thought it was a good school. I was wrong
I choose this school because I have family member that attended the school and did extremely well in academically.
One because they offered my children a remote option.that was very important to me and two the teachers principal Mr fryer Mr Malpass all teachers are very very in tune with there students and my son's grades have improved with this school being he is a special education student.
Acceptable size classrooms
It's not too far from home
Because she needed a remote option, could not take a chance for her to get sick
Location and school setting
Good commentaries about the school
It was close to home and had good reviews
I choose this school because he started off in the other school and I love the approach ,the care and concern showed to my child.the interest for him to learn so I decided I'll keep hi. Where care and the interesting my child learning is .
Stated commitment to achievement; Regents prep; small group instruction; regular assessments
The teachers help the scholars even after office hours

NYSED CSO Parent Survey 2022
EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL
19 RESPONSES
7% RESPONSE RATE

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

Question Answer
I had very low expectations for junior high in a pandemic. I've been kind of blown away by how well my kid doing. He's doing fine academically, but really well socio-emotionally. The school has given him a strong sense of community, but also encouraged his independence and maturity. I feel very lucky that he landed here.
Needs more PTA work

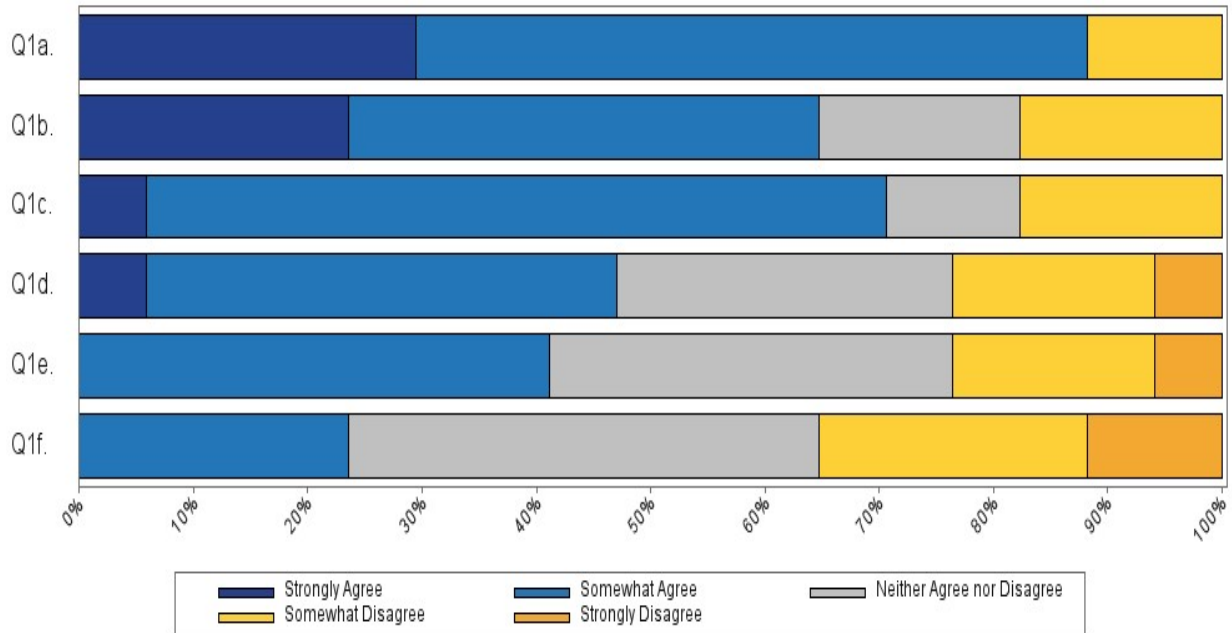
NYSED CSO Teacher Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

17 RESPONSES

68% RESPONSE RATE

Curriculum



Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	29%	5	68%	1,310
	Somewhat Agree	59%	10	24%	460
	Neither Agree nor Disagree	0%	0	4%	74
	Somewhat Disagree	12%	2	3%	49
	Strongly Disagree	0%	0	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	24%	4	58%	1,113
	Somewhat Agree	41%	7	26%	506
	Neither Agree nor Disagree	18%	3	10%	190
	Somewhat Disagree	18%	3	4%	82
	Strongly Disagree	0%	0	2%	40

Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	6%	1	51%	978
	Somewhat Agree	65%	11	32%	612
	Neither Agree nor Disagree	12%	2	11%	212
	Somewhat Disagree	18%	3	4%	85
	Strongly Disagree	0%	0	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	6%	1	50%	975
	Somewhat Agree	41%	7	34%	651
	Neither Agree nor Disagree	29%	5	8%	146
	Somewhat Disagree	18%	3	5%	106
	Strongly Disagree	6%	1	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	0%	0	50%	966
	Somewhat Agree	41%	7	28%	545
	Neither Agree nor Disagree	35%	6	11%	222
	Somewhat Disagree	18%	3	7%	127
	Strongly Disagree	6%	1	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	0%	0	35%	683
	Somewhat Agree	24%	4	30%	574
	Neither Agree nor Disagree	41%	7	23%	436
	Somewhat Disagree	24%	4	7%	136
	Strongly Disagree	12%	2	5%	102

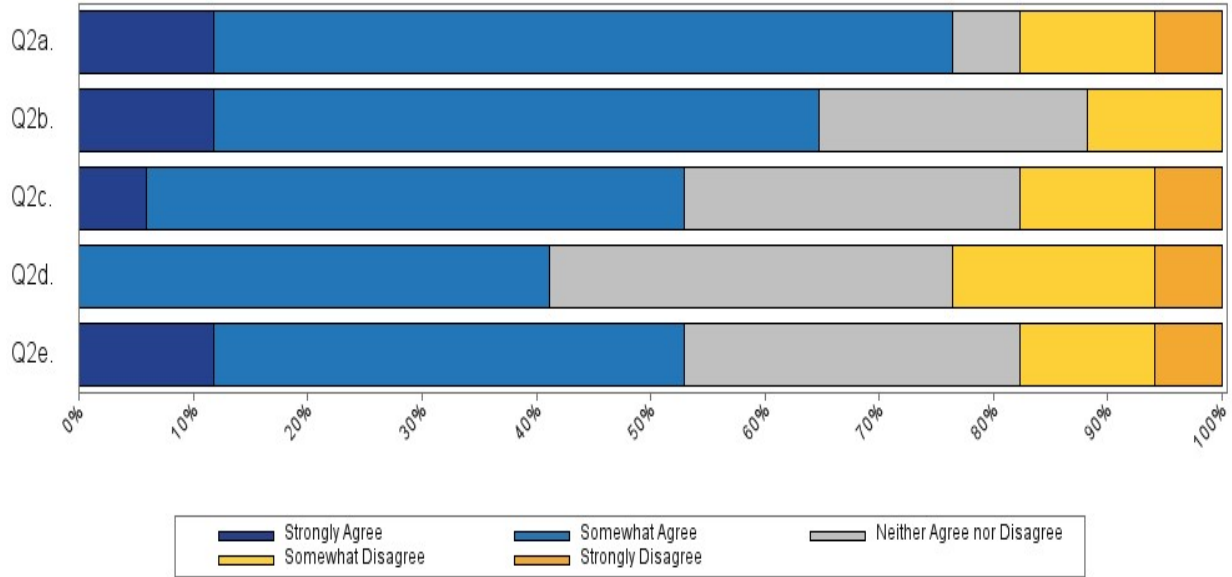
NYSED CSO Teacher Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

17 RESPONSES

68% RESPONSE RATE

Instruction



Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	12%	2	54%	1,038
	Somewhat Agree	65%	11	34%	653
	Neither Agree nor Disagree	6%	1	4%	86
	Somewhat Disagree	12%	2	6%	113
	Strongly Disagree	6%	1	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	12%	2	52%	1,008
	Somewhat Agree	53%	9	36%	691
	Neither Agree nor Disagree	24%	4	6%	114
	Somewhat Disagree	12%	2	5%	94
	Strongly Disagree	0%	0	1%	24

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	6%	1	52%	999
	Somewhat Agree	47%	8	34%	654
	Neither Agree nor Disagree	29%	5	6%	124
	Somewhat Disagree	12%	2	6%	115
	Strongly Disagree	6%	1	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	0%	0	48%	922
	Somewhat Agree	41%	7	30%	570
	Neither Agree nor Disagree	35%	6	9%	170
	Somewhat Disagree	18%	3	8%	162
	Strongly Disagree	6%	1	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	12%	2	53%	1,022
	Somewhat Agree	41%	7	29%	566
	Neither Agree nor Disagree	29%	5	8%	159
	Somewhat Disagree	12%	2	6%	114
	Strongly Disagree	6%	1	4%	70

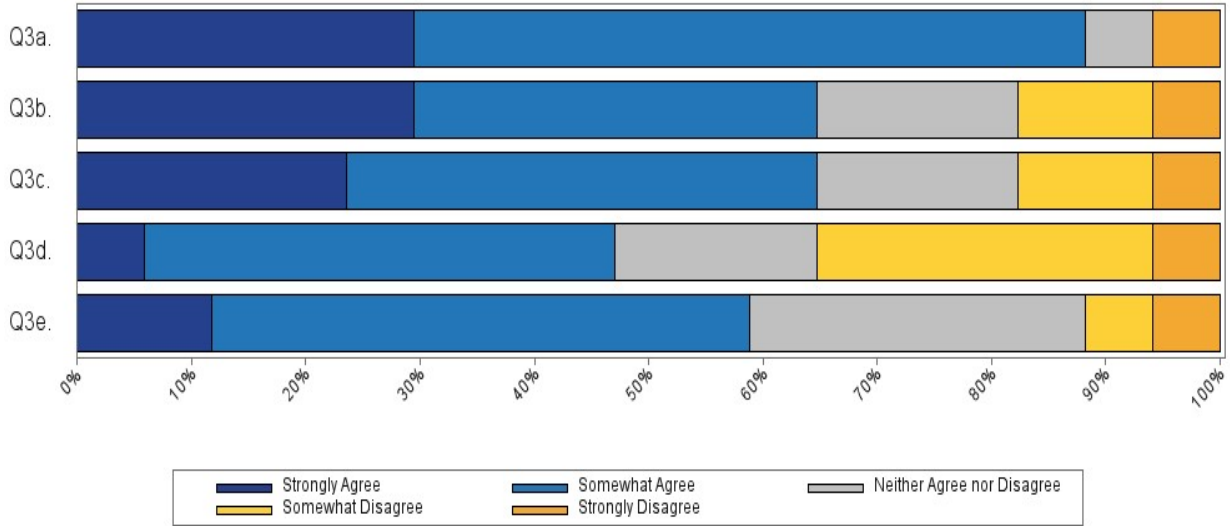
NYSED CSO Teacher Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

17 RESPONSES

68% RESPONSE RATE

Assessment and Program Evaluation



Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	29%	5	66%	1,267
	Somewhat Agree	59%	10	27%	522
	Neither Agree nor Disagree	6%	1	5%	88
	Somewhat Disagree	0%	0	2%	37
	Strongly Disagree	6%	1	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	29%	5	62%	1,200
	Somewhat Agree	35%	6	28%	532
	Neither Agree nor Disagree	18%	3	6%	125
	Somewhat Disagree	12%	2	3%	50
	Strongly Disagree	6%	1	1%	24

Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	24%	4	58%	1,129
	Somewhat Agree	41%	7	29%	555
	Neither Agree nor Disagree	18%	3	7%	134
	Somewhat Disagree	12%	2	5%	87
	Strongly Disagree	6%	1	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	6%	1	50%	964
	Somewhat Agree	41%	7	30%	583
	Neither Agree nor Disagree	18%	3	11%	218
	Somewhat Disagree	29%	5	7%	126
	Strongly Disagree	6%	1	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	12%	2	59%	1,144
	Somewhat Agree	47%	8	28%	532
	Neither Agree nor Disagree	29%	5	8%	156
	Somewhat Disagree	6%	1	4%	69
	Strongly Disagree	6%	1	2%	30

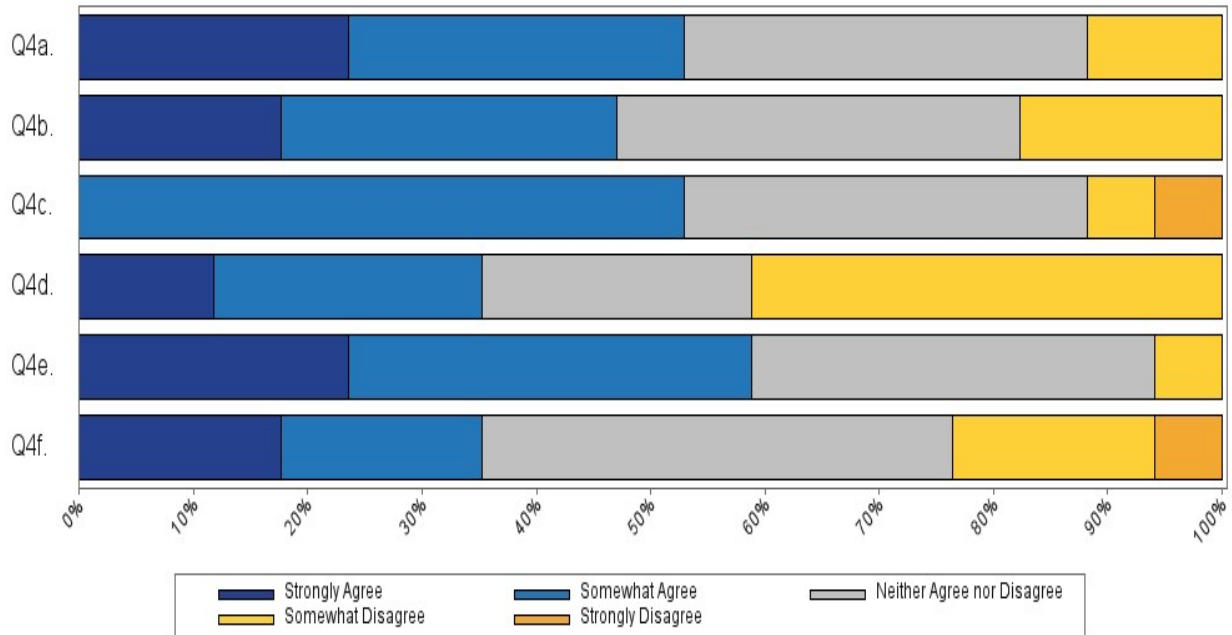
NYSED CSO Teacher Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

17 RESPONSES

68% RESPONSE RATE

Supports for Diverse Learners



Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	24%	4	62%	1,194
	Somewhat Agree	29%	5	20%	391
	Neither Agree nor Disagree	35%	6	14%	262
	Somewhat Disagree	12%	2	3%	55
	Strongly Disagree	0%	0	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	18%	3	61%	1,181
	Somewhat Agree	29%	5	20%	393
	Neither Agree nor Disagree	35%	6	15%	286
	Somewhat Disagree	18%	3	3%	50
	Strongly Disagree	0%	0	1%	21

Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	0%	0	56%	1,079
	Somewhat Agree	53%	9	27%	516
	Neither Agree nor Disagree	35%	6	9%	172
	Somewhat Disagree	6%	1	6%	115
	Strongly Disagree	6%	1	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	12%	2	55%	1,053
	Somewhat Agree	24%	4	26%	511
	Neither Agree nor Disagree	24%	4	10%	200
	Somewhat Disagree	41%	7	6%	117
	Strongly Disagree	0%	0	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	24%	4	61%	1,169
	Somewhat Agree	35%	6	25%	477
	Neither Agree nor Disagree	35%	6	10%	201
	Somewhat Disagree	6%	1	3%	59
	Strongly Disagree	0%	0	1%	25
Q4f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	18%	3	54%	1,050
	Somewhat Agree	18%	3	28%	533
	Neither Agree nor Disagree	41%	7	9%	183
	Somewhat Disagree	18%	3	6%	110
	Strongly Disagree	6%	1	3%	55

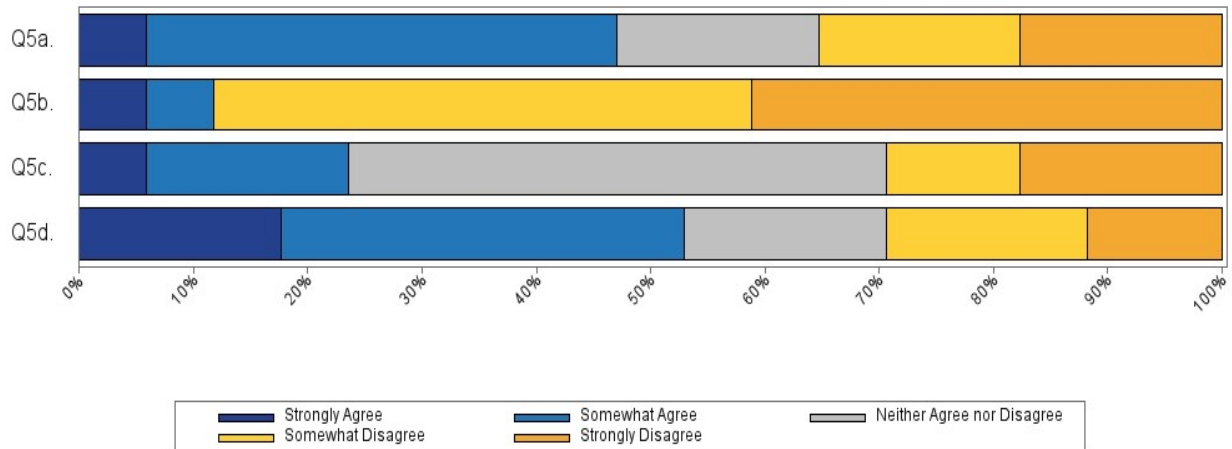
NYSED CSO Teacher Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

17 RESPONSES

68% RESPONSE RATE

Measures of Culture, Climate, and Student Engagement



Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	6%	1	38%	725
	Somewhat Agree	41%	7	30%	577
	Neither Agree nor Disagree	18%	3	12%	238
	Somewhat Disagree	18%	3	12%	225
	Strongly Disagree	18%	3	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	6%	1	24%	456
	Somewhat Agree	6%	1	27%	512
	Neither Agree nor Disagree	0%	0	15%	293
	Somewhat Disagree	47%	8	21%	405
	Strongly Disagree	41%	7	14%	265

Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	6%	1	37%	717
	Somewhat Agree	18%	3	29%	569
	Neither Agree nor Disagree	47%	8	21%	407
	Somewhat Disagree	12%	2	7%	141
	Strongly Disagree	18%	3	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	18%	3	38%	738
	Somewhat Agree	35%	6	31%	589
	Neither Agree nor Disagree	18%	3	16%	306
	Somewhat Disagree	18%	3	8%	161
	Strongly Disagree	12%	2	7%	137

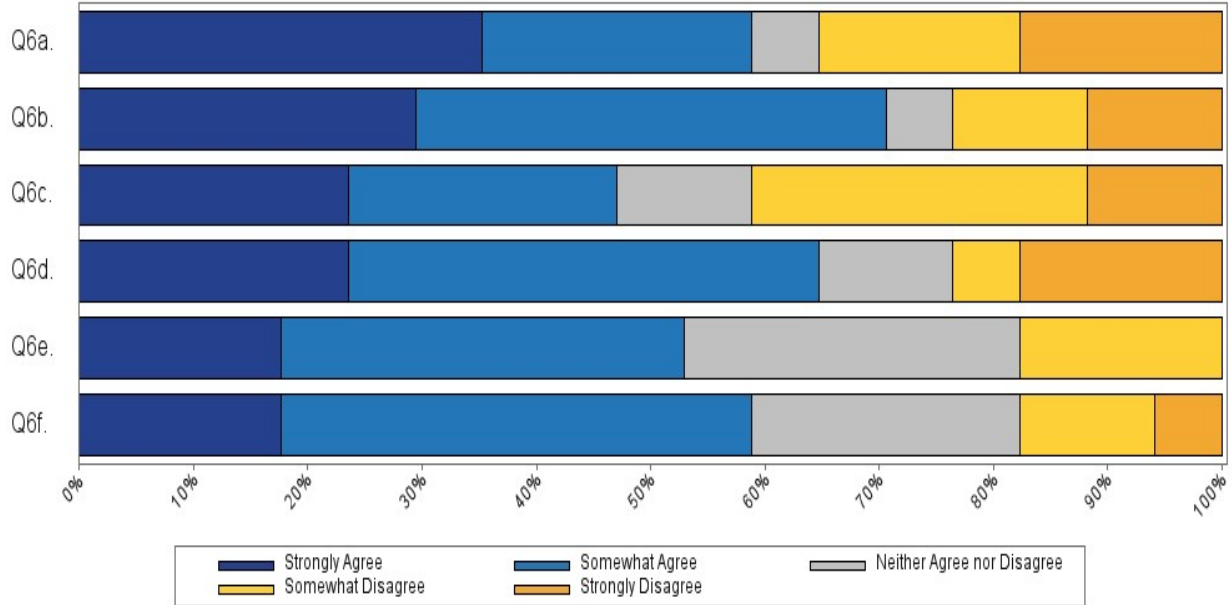
NYSED CSO Teacher Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

17 RESPONSES

68% RESPONSE RATE

Behavior Management and Safety



Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	35%	6	35%	674
	Somewhat Agree	24%	4	30%	580
	Neither Agree nor Disagree	6%	1	10%	190
	Somewhat Disagree	18%	3	14%	270
	Strongly Disagree	18%	3	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	29%	5	39%	751
	Somewhat Agree	41%	7	26%	509
	Neither Agree nor Disagree	6%	1	13%	257
	Somewhat Disagree	12%	2	13%	256
	Strongly Disagree	12%	2	8%	158

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	24%	4	28%	545
	Somewhat Agree	24%	4	30%	581
	Neither Agree nor Disagree	12%	2	13%	244
	Somewhat Disagree	29%	5	18%	352
	Strongly Disagree	12%	2	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	24%	4	33%	641
	Somewhat Agree	41%	7	26%	509
	Neither Agree nor Disagree	12%	2	16%	310
	Somewhat Disagree	6%	1	14%	273
	Strongly Disagree	18%	3	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	18%	3	42%	818
	Somewhat Agree	35%	6	32%	617
	Neither Agree nor Disagree	29%	5	11%	209
	Somewhat Disagree	18%	3	9%	181
	Strongly Disagree	0%	0	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	18%	3	42%	811
	Somewhat Agree	41%	7	33%	628
	Neither Agree nor Disagree	24%	4	14%	265
	Somewhat Disagree	12%	2	8%	145
	Strongly Disagree	6%	1	4%	82

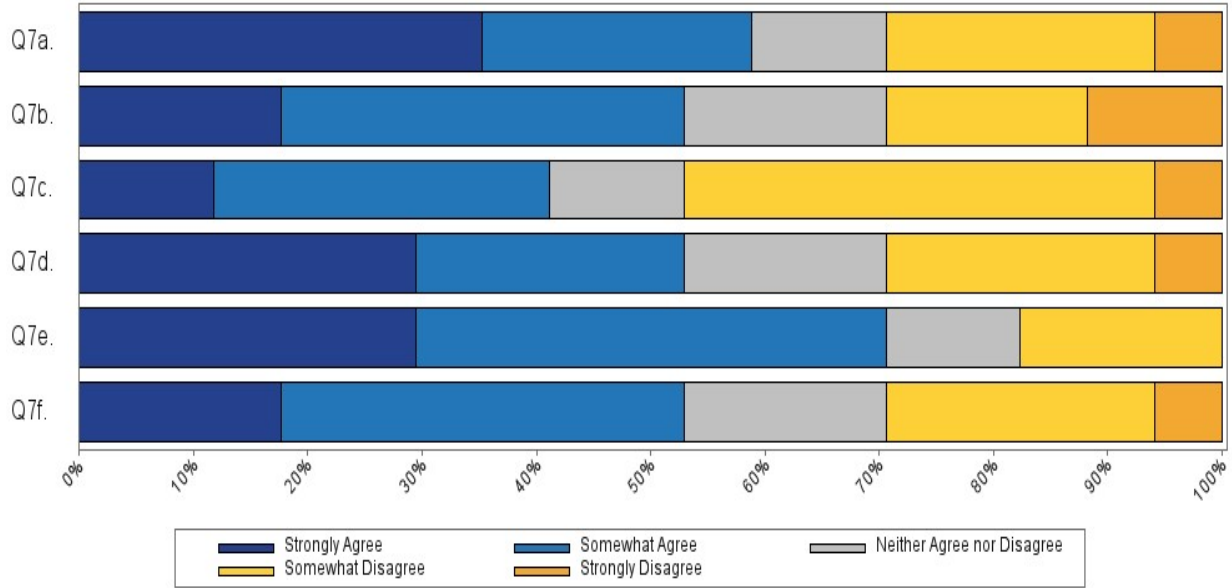
NYSED CSO Teacher Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

17 RESPONSES

68% RESPONSE RATE

Behavior Management and Safety

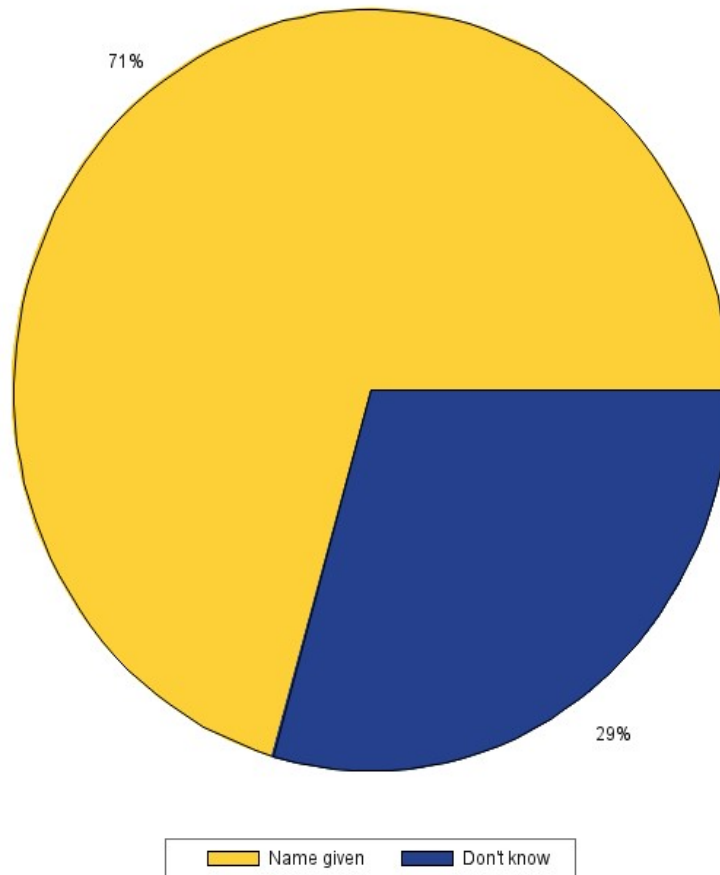


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	35%	6	60%	1,162
	Somewhat Agree	24%	4	27%	523
	Neither Agree nor Disagree	12%	2	5%	103
	Somewhat Disagree	24%	4	5%	104
	Strongly Disagree	6%	1	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	18%	3	49%	945
	Somewhat Agree	35%	6	30%	586
	Neither Agree nor Disagree	18%	3	8%	155
	Somewhat Disagree	18%	3	9%	165
	Strongly Disagree	12%	2	4%	80

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	12%	2	38%	741
	Somewhat Agree	29%	5	34%	654
	Neither Agree nor Disagree	12%	2	9%	180
	Somewhat Disagree	41%	7	12%	233
	Strongly Disagree	6%	1	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	29%	5	47%	899
	Somewhat Agree	24%	4	30%	570
	Neither Agree nor Disagree	18%	3	9%	171
	Somewhat Disagree	24%	4	10%	194
	Strongly Disagree	6%	1	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	29%	5	55%	1,062
	Somewhat Agree	41%	7	33%	637
	Neither Agree nor Disagree	12%	2	7%	126
	Somewhat Disagree	18%	3	4%	79
	Strongly Disagree	0%	0	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	18%	3	48%	933
	Somewhat Agree	35%	6	31%	598
	Neither Agree nor Disagree	18%	3	9%	174
	Somewhat Disagree	24%	4	8%	149
	Strongly Disagree	6%	1	4%	77

NYSED CSO Teacher Survey 2022
EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL
17 RESPONSES
68% RESPONSE RATE

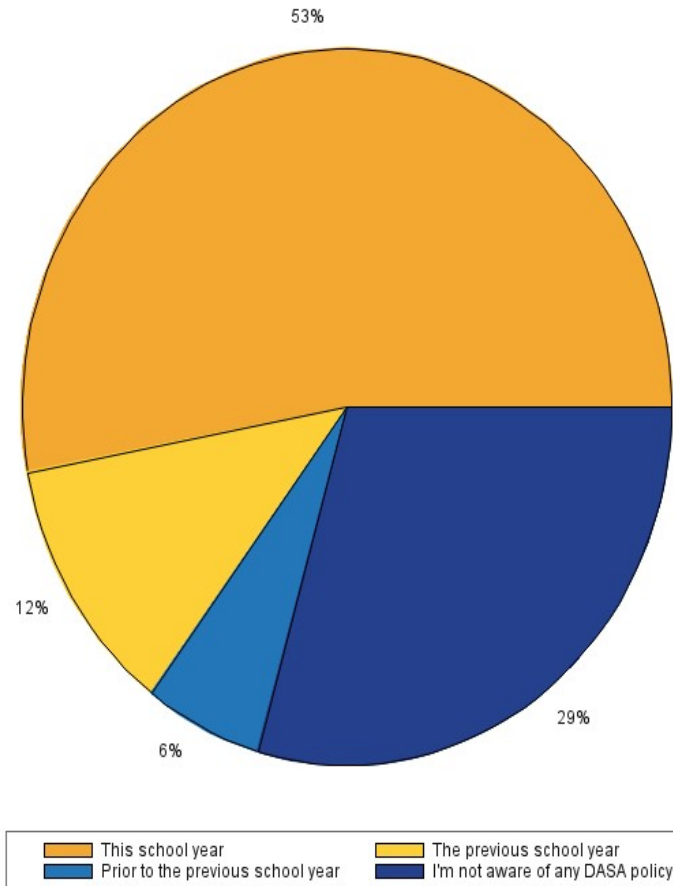
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	71%	12	59%	1,144
	Don't know	29%	5	41%	787

NYSED CSO Teacher Survey 2022
EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL
17 RESPONSES
68% RESPONSE RATE

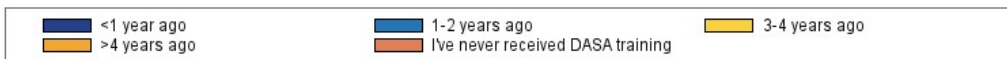
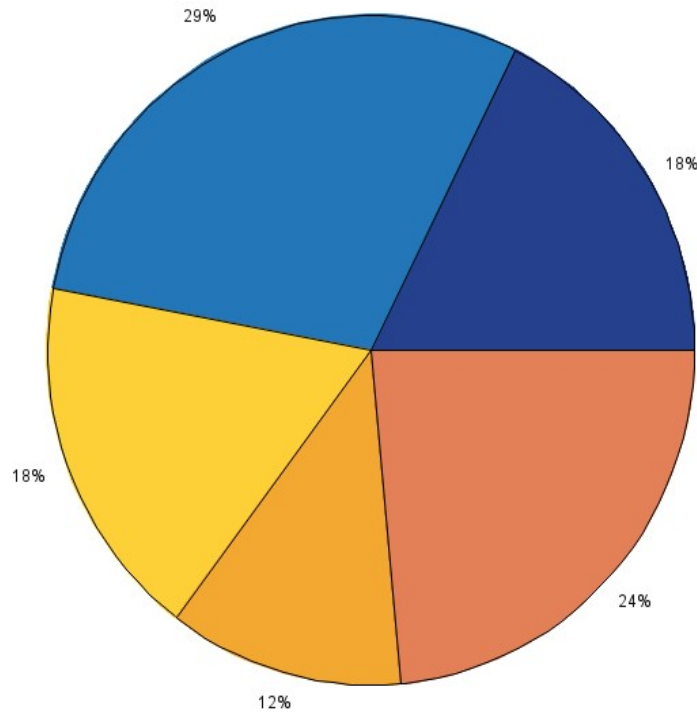
Q9. When is the last time you received a copy of the school's DASA policy?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	53%	9	62%	1,204
	The previous school year	12%	2	9%	176
	Prior to the previous school year	6%	1	6%	117
	I'm not aware of any DASA policy	29%	5	22%	434

NYSED CSO Teacher Survey 2022
EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL
17 RESPONSES
68% RESPONSE RATE

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



Dignity for All Students Act (DASA)	% by School	Total by School	% All Schools	Total All Schools	
Q10. When is the last time you received DASA training?	<1 year ago	18%	3	48%	927
	1-2 years ago	29%	5	21%	399
	3-4 years ago	18%	3	10%	193
	>4 years ago	12%	2	10%	195
	I've never received DASA training	24%	4	11%	217

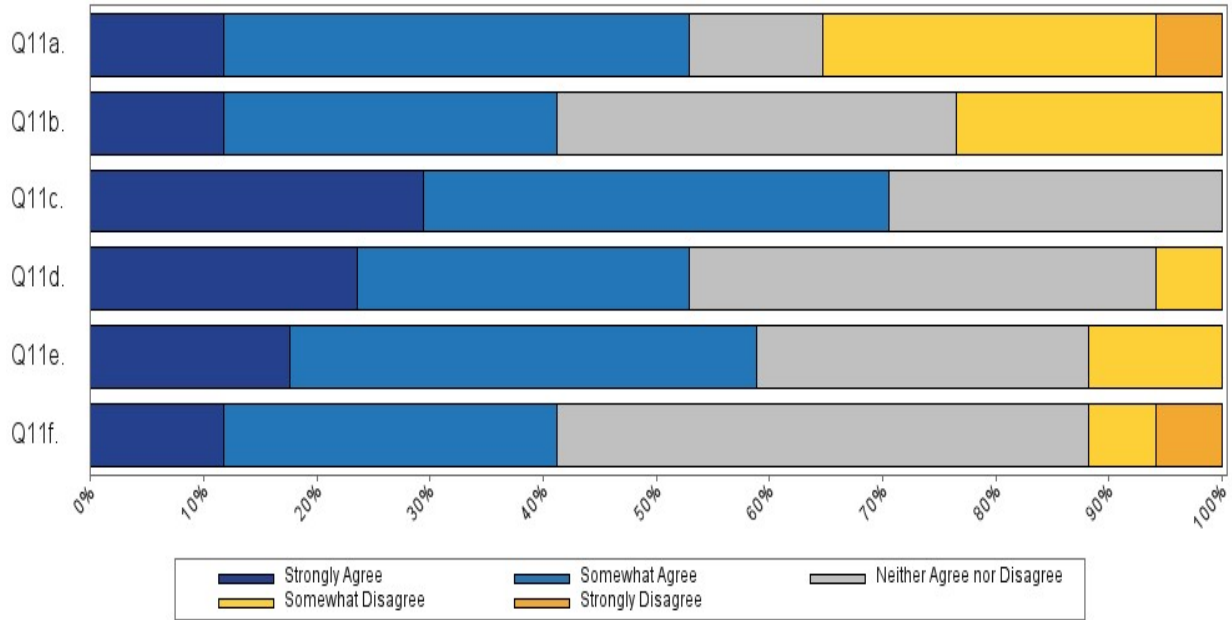
NYSED CSO Teacher Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

17 RESPONSES

68% RESPONSE RATE

Family Engagement and Communication

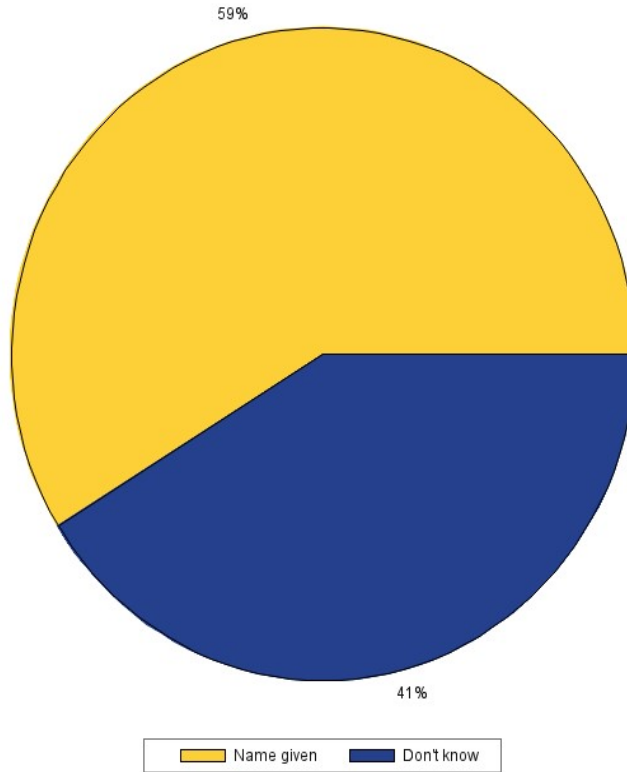


Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	12%	2	50%	961
	Somewhat Agree	41%	7	30%	585
	Neither Agree nor Disagree	12%	2	11%	214
	Somewhat Disagree	29%	5	6%	117
	Strongly Disagree	6%	1	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	12%	2	57%	1,100
	Somewhat Agree	29%	5	31%	601
	Neither Agree nor Disagree	35%	6	7%	135
	Somewhat Disagree	24%	4	3%	60
	Strongly Disagree	0%	0	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	29%	5	67%	1,295
	Somewhat Agree	41%	7	26%	511
	Neither Agree nor Disagree	29%	5	4%	79
	Somewhat Disagree	0%	0	1%	26
	Strongly Disagree	0%	0	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	24%	4	56%	1,088
	Somewhat Agree	29%	5	29%	567
	Neither Agree nor Disagree	41%	7	10%	196
	Somewhat Disagree	6%	1	3%	54
	Strongly Disagree	0%	0	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	18%	3	52%	996
	Somewhat Agree	41%	7	30%	572
	Neither Agree nor Disagree	29%	5	12%	240
	Somewhat Disagree	12%	2	4%	82
	Strongly Disagree	0%	0	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	12%	2	45%	873
	Somewhat Agree	29%	5	23%	448
	Neither Agree nor Disagree	47%	8	25%	484
	Somewhat Disagree	6%	1	4%	80
	Strongly Disagree	6%	1	2%	46

NYSED CSO Teacher Survey 2022
EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL
17 RESPONSES
68% RESPONSE RATE

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



McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	59%	10	40%	780
	Don't know	41%	7	60%	1,151

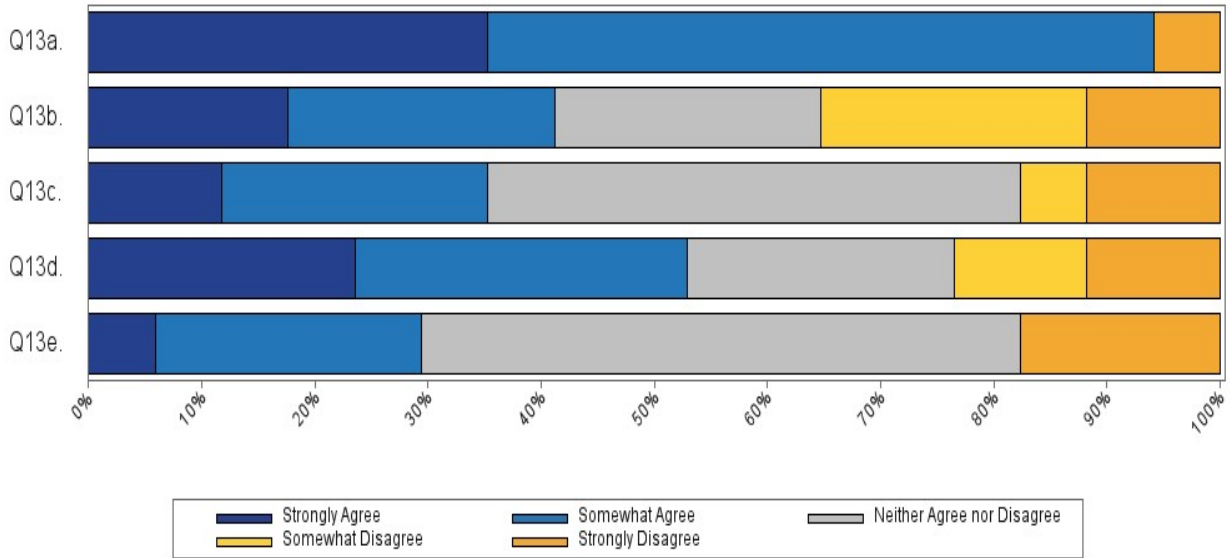
NYSED CSO Teacher Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

17 RESPONSES

68% RESPONSE RATE

Social-Emotional and Mental Health Support

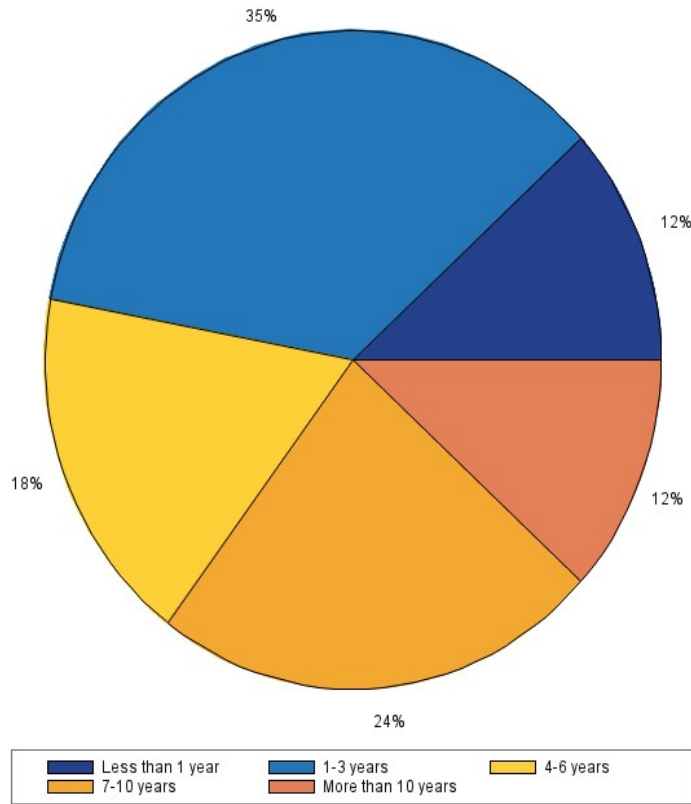


Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	35%	6	53%	1,023
	Somewhat Agree	59%	10	32%	618
	Neither Agree nor Disagree	0%	0	6%	111
	Somewhat Disagree	0%	0	6%	122
	Strongly Disagree	6%	1	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	18%	3	43%	831
	Somewhat Agree	24%	4	29%	552
	Neither Agree nor Disagree	24%	4	16%	314
	Somewhat Disagree	24%	4	8%	155
	Strongly Disagree	12%	2	4%	79

Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	12%	2	43%	829
	Somewhat Agree	24%	4	27%	526
	Neither Agree nor Disagree	47%	8	18%	352
	Somewhat Disagree	6%	1	8%	145
	Strongly Disagree	12%	2	4%	79
Q13d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	24%	4	46%	892
	Somewhat Agree	29%	5	30%	583
	Neither Agree nor Disagree	24%	4	10%	202
	Somewhat Disagree	12%	2	8%	145
	Strongly Disagree	12%	2	6%	109
Q13e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	6%	1	36%	688
	Somewhat Agree	24%	4	20%	392
	Neither Agree nor Disagree	53%	9	35%	676
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	18%	3	5%	97

NYSED CSO Teacher Survey 2022
EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL
17 RESPONSES
68% RESPONSE RATE

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



Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	12%	2	7%	137
	1-3 years	35%	6	21%	401
	4-6 years	18%	3	26%	499
	7-10 years	24%	4	21%	408
	More than 10 years	12%	2	25%	486

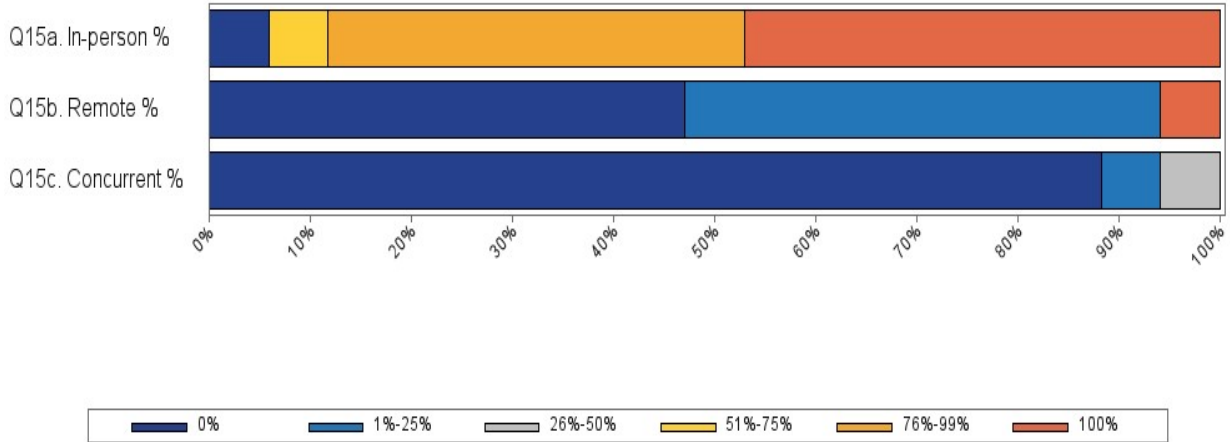
NYSED CSO Teacher Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

17 RESPONSES

68% RESPONSE RATE

Teaching Modality



Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	6%	1	4%	69
	1% to 25%	0%	0	1%	15
	26% to 50%	0%	0	3%	63
	51% to 75%	6%	1	5%	92
	76% to 99%	41%	7	52%	1,002
	100%	47%	8	36%	690
Q15b. Remote %	0%	47%	8	42%	804
	1% to 25%	47%	8	55%	1,054
	26% to 50%	0%	0	3%	50
	51% to 75%	0%	0	0%	9
	76% to 99%	0%	0	0%	7
	100%	6%	1	0%	7

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15c. Concurrent %	0%	88%	15	79%	1,522
	1% to 25%	6%	1	16%	311
	26% to 50%	6%	1	2%	38
	51% to 75%	0%	0	0%	3
	76% to 99%	0%	0	1%	13
	100%	0%	0	2%	44

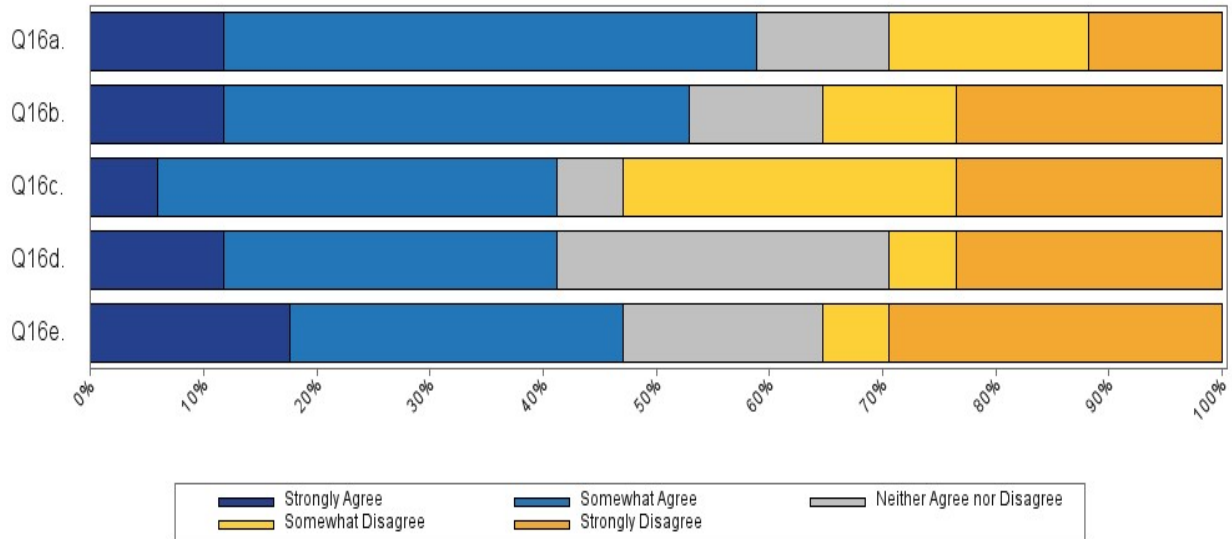
NYSED CSO Teacher Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

17 RESPONSES

68% RESPONSE RATE

School Leadership



School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	12%	2	47%	914
	Somewhat Agree	47%	8	29%	565
	Neither Agree nor Disagree	12%	2	9%	173
	Somewhat Disagree	18%	3	8%	159
	Strongly Disagree	12%	2	6%	120
Q16b. The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	12%	2	42%	811
	Somewhat Agree	41%	7	30%	570
	Neither Agree nor Disagree	12%	2	10%	192
	Somewhat Disagree	12%	2	11%	217
	Strongly Disagree	24%	4	7%	141

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	6%	1	34%	655
	Somewhat Agree	35%	6	28%	539
	Neither Agree nor Disagree	6%	1	15%	280
	Somewhat Disagree	29%	5	15%	295
	Strongly Disagree	24%	4	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	12%	2	37%	709
	Somewhat Agree	29%	5	26%	508
	Neither Agree nor Disagree	29%	5	21%	411
	Somewhat Disagree	6%	1	10%	184
	Strongly Disagree	24%	4	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	18%	3	42%	810
	Somewhat Agree	29%	5	28%	539
	Neither Agree nor Disagree	18%	3	14%	271
	Somewhat Disagree	6%	1	9%	166
	Strongly Disagree	29%	5	8%	145

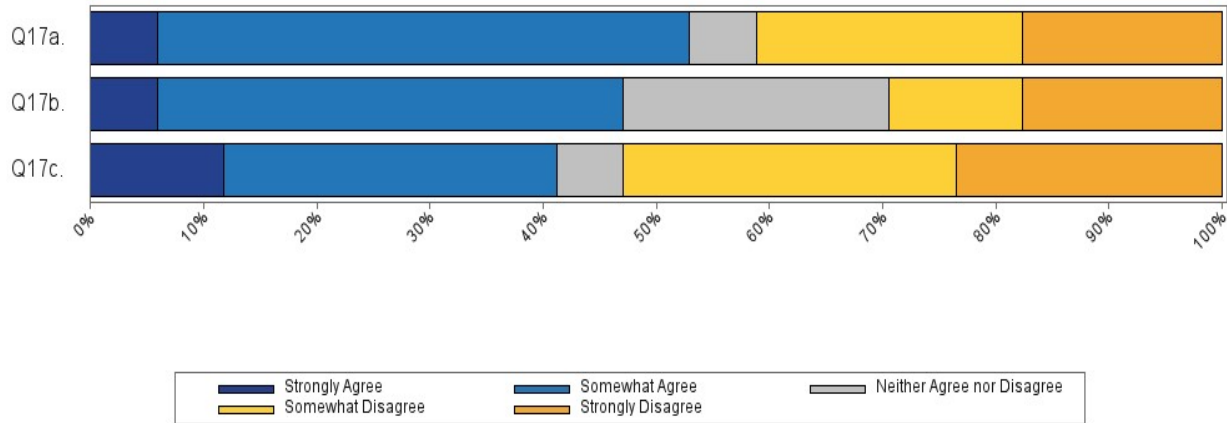
NYSED CSO Teacher Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

17 RESPONSES

68% RESPONSE RATE

Professional Climate



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	6%	1	43%	838
	Somewhat Agree	47%	8	30%	585
	Neither Agree nor Disagree	6%	1	13%	249
	Somewhat Disagree	24%	4	8%	158
	Strongly Disagree	18%	3	5%	101
Q17b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	6%	1	44%	843
	Somewhat Agree	41%	7	32%	623
	Neither Agree nor Disagree	24%	4	12%	228
	Somewhat Disagree	12%	2	8%	153
	Strongly Disagree	18%	3	4%	84

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	12%	2	42%	813
	Somewhat Agree	29%	5	27%	527
	Neither Agree nor Disagree	6%	1	14%	267
	Somewhat Disagree	29%	5	10%	192
	Strongly Disagree	24%	4	7%	132

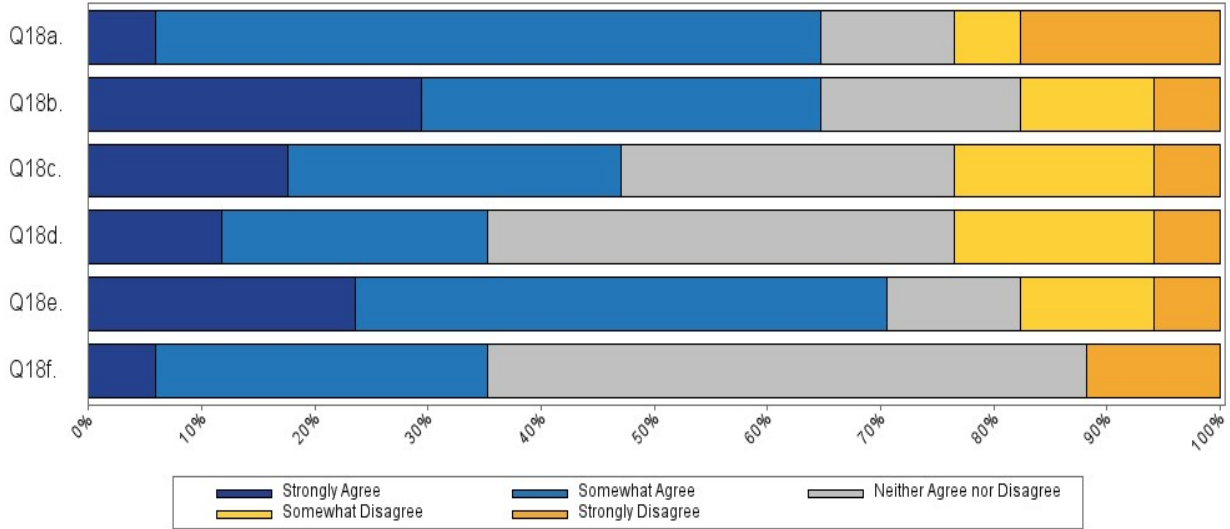
NYSED CSO Teacher Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

17 RESPONSES

68% RESPONSE RATE

Professional Climate



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	6%	1	48%	922
	Somewhat Agree	59%	10	34%	656
	Neither Agree nor Disagree	12%	2	8%	151
	Somewhat Disagree	6%	1	7%	141
	Strongly Disagree	18%	3	3%	61
Q18b. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	29%	5	52%	1,001
	Somewhat Agree	35%	6	32%	615
	Neither Agree nor Disagree	18%	3	9%	165
	Somewhat Disagree	12%	2	5%	90
	Strongly Disagree	6%	1	3%	60

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18c. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	18%	3	45%	870
	Somewhat Agree	29%	5	31%	599
	Neither Agree nor Disagree	29%	5	11%	207
	Somewhat Disagree	18%	3	8%	155
	Strongly Disagree	6%	1	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	12%	2	47%	913
	Somewhat Agree	24%	4	27%	522
	Neither Agree nor Disagree	41%	7	18%	356
	Somewhat Disagree	18%	3	5%	90
	Strongly Disagree	6%	1	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in -person.	Strongly Agree	24%	4	53%	1,030
	Somewhat Agree	47%	8	33%	633
	Neither Agree nor Disagree	12%	2	7%	128
	Somewhat Disagree	12%	2	5%	91
	Strongly Disagree	6%	1	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	6%	1	39%	759
	Somewhat Agree	29%	5	22%	434
	Neither Agree nor Disagree	53%	9	32%	610
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	12%	2	3%	50

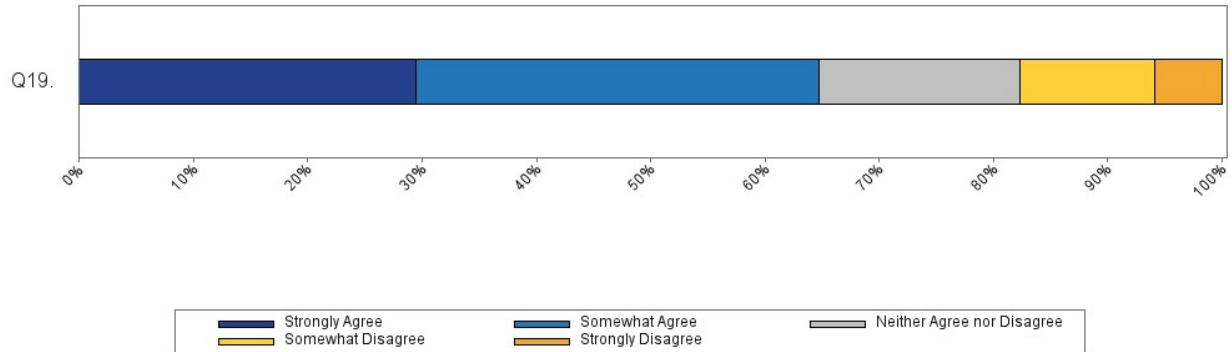
NYSED CSO Teacher Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

17 RESPONSES

68% RESPONSE RATE

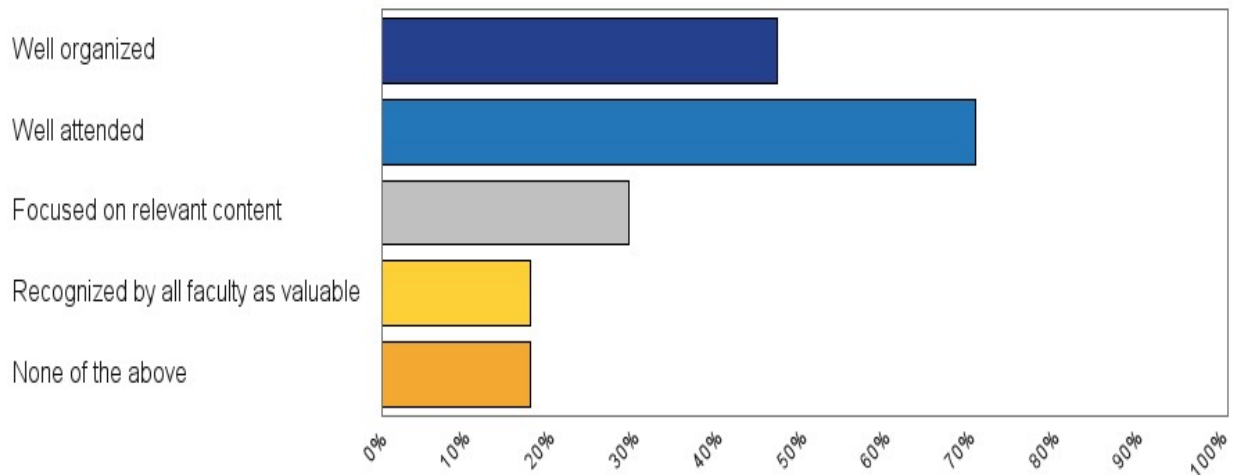
Professional Climate



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q19. How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	29%	5	40%	764
	Somewhat Agree	35%	6	35%	683
	Neither Agree nor Disagree	18%	3	12%	225
	Somewhat Disagree	12%	2	8%	148
	Strongly Disagree	6%	1	6%	111

NYSED CSO Teacher Survey 2022
EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL
17 RESPONSES
68% RESPONSE RATE

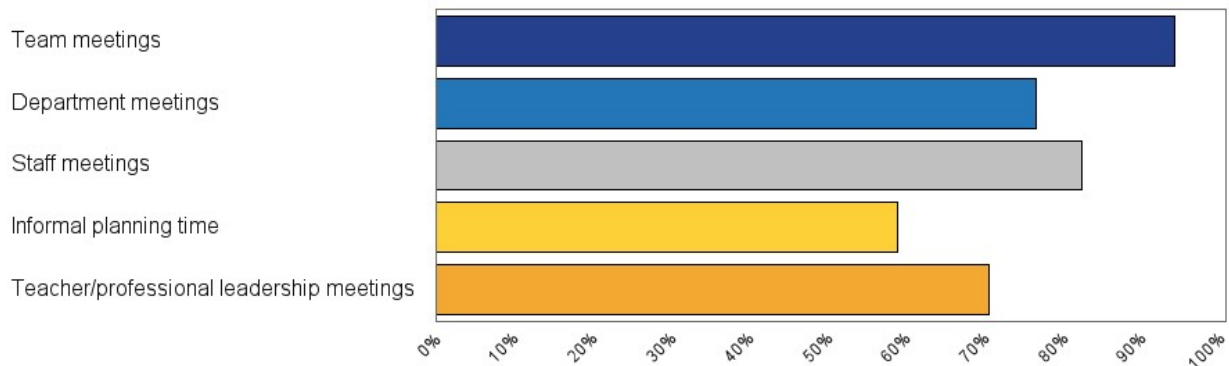
Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:



Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	% by School	Total by School	% All Schools	Total All Schools
Well organized	47%	8	68%	1,314
Well attended	71%	12	78%	1,500
Focused on relevant content	29%	5	63%	1,217
Recognized by all faculty as valuable	18%	3	36%	700
None of the above	18%	3	5%	105

NYSED CSO Teacher Survey 2022
EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL
17 RESPONSES
68% RESPONSE RATE

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



Q21. Select all types of meetings where faculty members collaborate with one another:	% by School	Total by School	% All Schools	Total All Schools
Team meetings	94%	16	90%	1,739
Department meetings	76%	13	67%	1,297
Staff meetings	82%	14	80%	1,553
Informal planning time	59%	10	73%	1,419
Teacher/professional leadership meetings	71%	12	65%	1,257
Other	0%	0	5%	95

NYSED CSO Teacher Survey 2022

EDMUND W GORDON BROOKLYN LABORATORY CHARTER SCHOOL

17 RESPONSES

68% RESPONSE RATE

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

Question Answer
<p>I love the kids at Lab. They're wonderful. That said, I think it would incumbent upon you to look deeper into Lab's ability to effectively run a successful academic program as well as its ability to provide a safe space for students. Further, I would note that it is entirely unclear who is responsible for making what decisions at Lab. This has caused continued confusion and has allowed disfunction to run rampant. I do not believe that, despite the incredibly hard and good work of the teaching and support staff, the upper leadership - i.e., CEO, academic director - are well qualified or well intentioned in their positions. I have had a wonderful time working with my students, my colleagues, and for my immediate leadership team - i.e., director, assistant director. This is, however, a school that I would never allow my child to attend, and it's sad because as I said before, the majority of the staff is wonderful and truly trying to do their best against sometimes insurmountable odds.</p>
<p>This school has a high percentage of students with IEPs yet a low percentage of Special Ed teachers. I think it's really sad that the school seems to want to bring in these students of high need for monetary benefits while not supporting these kids with everything they need. This school needs more talented teachers skilled in differentiating curriculum for all types of learners. The school could also use guidance counselors for its students, more social workers, more special ed teachers (already mentioned), more social-emotional wellness curriculum/time/space to support the deep gap created in our youth over the pandemic. They've come back with less courtesy, less care for others, less sympathy/empathy and more selfishness, desire for internet fame, an inhibiting engrossment in music. The school missed the opportunity to create a sense of community among the students, with covid-19 restrictions and all. The students were given four subjects (math, science, ela and history) and 60 minutes in each subject and zero extracurriculars for the entire year. They didn't get a break between morning start and lunch to stand up and stretch their legs, to eat a snack, to chat with classmate - which I think is cruel. I know the school is flexing back slowly to how things were prior to the pandemic but the need for student health in all arenas is urgent.</p>