



New York State Education Department

2024-2025 Renewal Site Visit Report for BOR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Brooklyn Laboratory Charter School

Renewal Site Visit Dates: October 24 – 25, 2024
Date of Final Draft Site Visit Report: March 10, 2025
Date of Final Site Visit Report: March 17, 2025

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Brooklyn Laboratory Charter School (BLCS)
Board Chair	Martha Revenaugh
District of Location	New York City (NYC) Community School District (CSD) 13
Initial Commencement of Instruction	Fall 2014
Charter Terms	<ul style="list-style-type: none"> • Initial Term: August 8, 2014 – June 30, 2019 • First Renewal Term: July 1, 2019 – June 30, 2022 • Second Renewal Term: July 1, 2022 – June 30, 2025
Current Term Authorized Grades/ Approved Enrollment	Grades 9 – 12 / 770 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9 – 12 / 655 students
Comprehensive Management Service Provider	None
Facilities	77 Sands Street, Brooklyn, NY 11201 – Private Space
Mission Statement	<i>BLCS’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.</i>
Key Design Elements	<ul style="list-style-type: none"> • Rigorous, College-Prep Curriculum that Develops Habits of Success • Effective Instruction • Extended Learning Time • Entrepreneurial Learning • Building Productive, Engaged and Active Citizens • Harnessing the Assets of the BLCS Community • Family Partnership
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	None

Innovative and Noteworthy Programs: Brooklyn Laboratory Charter School (BLCS) leadership define the school as a college preparatory program that offers ten advanced placement courses and a variety of trips and incentives to promote post-secondary education for its students.

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

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 based on its educational success. However, the school 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 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025
Grade Configuration	Grade 6-12 ²	Grade 9-12	Grade 9-12
Total Approved Enrollment	770	770	770

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

	Year 1 2025 to 2026	Year 2 2026 to 2027	Year 3 2027 to 2028	Year 4 2028 to 2029	Year 5 2029 to 2030
Grade Configuration	Grade 9-12	Grade 9-12	Grade 9-12	Grade 9-12	Grade 9-12
Total Proposed Enrollment	655	655	655	655	655

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

² In the 2023-2024 school year, BLCS obtained Regents’ approval to change the grades offered from Grades 6 – 12 to Grades 9 – 12.

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 renewal site visit was conducted at BLCS on October 24 – 25, 2024. The NYSED CSO site visit team conducted interviews with the board of trustees, school leadership team, special populations leadership, human resources, parents, and students.

The team conducted seven classroom observations in Grades 9 – 12. The observations were approximately 10 minutes in length and conducted jointly with the director of special services, chief academic officer, and chief of staff. NYSED utilizes the CSO’s Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit and can be found in the [2024-2025 Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school’s 2024-2025 renewal application, 2023-2024 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

BENCHMARK ANALYSIS

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

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

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

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

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

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

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

Summary of Findings

- BLCS is in year ten of operation and serves students in Grades 9 – 12. During its current charter term, the school is rated in the following manner: seven “Meets” and three “Approaches.” A summary of those ratings is provided below.
- **Strengths:**
 - **College Preparatory Culture:** The school leadership emphasized that the school’s main goal is college preparation and has aligned programs and resources to support this aim. Driven by its mission, BLCS offers ten advanced placement courses, rigorous Regents preparation, an annual career day programming entitled “Success Looks Like Me,” and college tours that begin during freshman year. The school utilizes the *Springboard* curriculum, published by the College Board, to provide students with SAT preparation, alongside their standards-driven instruction. The school also recently revamped its college success office to better support students’ college pursuits.
 - **Robust SEL Supports:** BLCS provides resources to students and their families to support social-emotional learning (SEL) and character development. The school employs a robust staff (i.e., director of special services, social workers, case managers, deans of special services, etc.) to support students’ social and emotional health. Students meet with their advisors, at minimum, four times a week to implement frequent checkpoints with a dedicated school staff monitoring their growth and progress. During the focus group, the school leadership also provided numerous examples of how the school supported students in times of need, such as purchasing grocery gift cards, providing clothing, sourcing furniture to furnish homes, and more as needs arose.
 - **Mission-Driven Board of Trustees:** The CSO team met with six board members virtually and in-person during the on-site visit. Two trustees participated while traveling abroad, showcasing their commitment to the school and the board responsibilities. The BLCS chief executive officer (CEO) credited the board with leading strategic priorities and handling matters related to facilities, lease negotiations, compliance, and fundraising. This allows the school leadership to focus completely on the mission and vision of educating their students. The board articulated the numerous ways they offer professional development to their trustees to continually improve (professional development, retreats, etc.)
- **Challenges:**
 - **Graduation Rates Do Not Meet Targets:** The school graduation rates are still below those of New York State (NYS).
 - **Student Enrollment Does Not Meet Targets:** The school has increased enrollment throughout the current charter term. Between the 2022-2023 and 2023-2024 enrollment, BLCS grew by 121 students. The noticeable improvement is due in part to the strategic separation of grades implemented two years ago within the Brooklyn Lab network, whereas Edmund W. Gordon CS graduating elementary/middle school cohorts are now flowing to Brooklyn Lab higher grades. The school also presented a revision request to reduce the maximum student enrollment number by 15 percent; the revision request has been approved by this office and it will help the school achieve compliance with overall enrollment for the first time.

Benchmark 1: Student Performances

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

Finding: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to low graduation rates.

The 2020 4-year Cohort High School graduation rate for All Students is 79 percent, which is –7 percentage points lower than the State graduation rate. Economically disadvantaged (ED) students are also graduating from BLCS at a lower rate than the State with a -6 percentage point differential. Students with disabilities (SWD) and English language learner (ELL) subgroups are both graduating at higher rates than their peers across the State, with +2 percentage point and +19 percentage point differences, respectively.

Of the 2021 Cohort, 60 percent were on-track to graduate at the end of the 2023-2024 school year, below the target of 75 percent.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

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

Element

Indicators

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

Academic Program for High School:

- HS:
 - ELA and Math Instruction: *Springboard* curriculum, created by the College Board
 - Science: Project Lead the Way, Pearson Biology and Chemistry, and McGraw-Hill Physics
 - History: Teacher College’s social science courses

Academic Program for Students with Disabilities (SWD) and English Language Learners (ELL):

- SWDs:
 - In the 2022-2023 school year, BLCS implemented an “Inclusion for All” model with two teachers in each classroom.
 - The school offers three integrated co-teaching (ICT) cohorts.
 - The director of special services oversees the implementation of all Individualized Education Programs (IEPs) and tracks progress towards students’ learning goals.
 - BLCS covers the cost of a master’s program for teachers to become certified and/or receive a special education Master’s degree.
- ELLs:
 - The school employs two English as a new language (ENL) teachers and trains all teachers to support English language learner (ELL) instruction.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- **Indicator a:** The renewal application asserts that BLCS utilizes curriculum that is “vetted, high quality and aligned with New York State Learning Standards (NYSLs) and college readiness benchmarks.” Curricula are housed on a shared digital workspace named the “BK Lab Motherboard” to ensure all teachers have direct and immediate access. In the teacher focus group, teachers applauded the *Springboard* curriculum’s alignment to both State standards and its Advanced Placement (AP) / SAT preparation.
- **Indicator b:** To align the curriculum horizontally, teachers meet weekly with their coaches to review student progress against curricular goals and metrics. During the focus group, teachers confirmed that they receive ongoing coaching. BLCS leadership created an academic handbook for the 2024-2025 school year to provide increased clarity on courses’ vertical alignment, while promoting honors and AP opportunities.
- **Indicator c:** The renewal application states that the school differentiates content, instructional process, and courses to be optimally responsive to students’ learning needs. School leadership reinforced this assertion during the on-site focus groups. The school collects and warehouses data in *PowerSchool*, so that all instructors have access to it in real-time. The school operates a full

inclusion model where all students are in heterogeneous classes. The director of special services creates a one-page goals document for each student with an IEP to assist teachers in accessing these learning goals and to inform instructional planning.

- **Indicator d:** The school’s leadership team is responsible for reviewing and revising the curriculum. This group utilizes resources from The *New Teacher Project* for their curriculum review. Over this charter term, BLCS implemented the *Springboard* curriculum based on feedback from teachers. Teachers in the on-site focus group praised the *Springboard* curriculum for providing the robust resources needed for implementation.

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

- **Indicator a:** The school leadership emphasizes intellectual preparation for lessons. All teachers are required to share with their coach their “internalization documents” (e.g., lesson objectives, agendas, exit tickets, and materials) for the week ahead. During weekly coaching meetings, teachers review student work, plan for future lessons, and give / receive feedback. The CSO team observed that lessons were structured in a standardized way across grades and content areas. All observed classrooms had the standards, objective, and homework posted in each classroom.
- **Indicator b:** Student engagement was observed in each classroom. Student expectations were clearly communicated by both the educator and supported through visual displays. Most classrooms had students working through prepared packets either independently or, in many cases, collaboratively, showing enthusiasm.
- **Indicator c:** The school offers an “Inclusion for All” model with students receiving differentiation – mandated or not – through their in-class instruction. All but one observed classroom had two teachers in the room. Differentiation was noted in each lesson plan that accompanied the CSO classroom observations. The plans delineated what accommodations would be used and the co-teaching model that would be utilized. The multi-tiered system of supports (MTSS) also tracks students’ academic progress. Students with identified skill gaps receive instruction from the *Read 180* and *Math 180* curricula.
- **Indicator d:** BLCS provides a variety of professional development throughout the year. The school offers three weeks of professional development each August, weekly coaching, weekly PD on Wednesday afternoons, and monthly professional development for school leaders. Each month, Columbia University’s Center for Professional Education of Teachers provides a three-hour training for all staff to deepen their ability to serve diverse learners. This initiative began in response to teacher feedback. BLCS also offers “Win-Win PD,” where team members propose training opportunities that they lead for their colleagues.

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

- **Indicator a:** BLCS utilizes a variety of assessments including diagnostic assessments during the first days of school, formative assessments daily (e.g., exit tickets, in-class assessments, and daily homework), and internally created interim assessments every six to eight weeks to “measure instructional efficacy and student growth.” The school also administers end-of-year assessments that are reviewed during summer professional development to inform instructional planning for the subsequent school year, in addition to Regents exams. The chief academic officer leads data analysis and works with teachers to ensure data informs instructional planning.
- **Indicator b:** Qualitative and quantitative data is used to inform instruction. School leaders referenced how data is collected in a variety of ways throughout the school year. The CSO team observed teachers recording in-class data on clipboards to inform their instructional planning. In the CSO focus group, students shared that they track their daily grades and see their academic

progress through *PowerSchool*, which is also reviewed with their advisor on an ongoing basis. In the renewal application, the school also reported that one quarter of the annual professional development time is dedicated to analyzing student achievement data.

- **Indicator c:** Student data is used to inform instructional planning and deployment of resources through the school's MTSS approach. Interim assessments are aligned to SAT preparation and content standards, which enables teachers to identify specific standards that will be highlighted during reteaches. Student achievement data is reported to the board on a monthly basis, accessible to students and their families at any time through *PowerSchool* and *Illuminate* and reviewed during quarterly family conferences to ensure the quality and effectiveness of the academic program.
- **Indicator d:** All assessments are aligned with the NYSLS. The chief academic officer and both grade team and content leads analyze the data to identify what standards require reteaching and other remediation.

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

- **Indicator a:** BLCS utilizes the NYSED approved identification process for SWD and ELL students. The school utilizes its MTSS first and refers cases to the Committee on Special Education (CSE) for an evaluation if the tiered support is ineffective. All students are given the home language survey at the time of registration, which leads to the administration of the New York State Identification Test for English Language Learners (NYSITELL), as needed.
- **Indicator b:** BLCS operates an "Inclusion for All" model with the goal of two certified teachers in every classroom. Of the five high school cohorts, ICT classrooms are offered to three cohorts. Grade-level case managers collaborate with grade-level educators to monitor IEP reporting, goal alignment, and all compliance. This work is overseen by the school's director of special services. This position is responsible for ensuring IEP completion and compliance to ensure students are scheduled into the correct cohorts and on track for graduation. All teachers are provided with a one-page document detailing IEP goals for each student with mandated services on their case load to inform lesson planning. The school employs two ENL teachers and trains all teachers to support multi-lingual learners.
- **Indicator c:** Student data is housed within the *Illuminate* system, which allows school staff to analyze student progress, including how all students are meeting standards and how SWD are meeting their learning targets. Teachers in their focus group reported that data from "do nows," exit tickets, and assessments allow teachers to identify what to reteach and what standards to focus on in future lessons. Scholar study teams comprised of leadership team members, classroom teachers, counselors, and special education teachers meet weekly to create learning plans and review student progress. Grade level teams also meet weekly, led by grade level team leads, to review all student data and plan for those in need of remediation. All students meet with their advisors, at minimum, four times a week to monitor their individual progress.

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

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

Finding: Meets

Element

Indicators

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

a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside.⁴

b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside.⁵

c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.

a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses

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

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

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

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

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- **Indicator a:** BLCS provides an attendance framework in the *Scholar and Family Handbook*, which is also shared on the website and in hard copy at the start of the year. The student recruitment team oversees attendance and coordinates with the BLCS staff (e.g., grade level teams, social workers, and members of the operations team) to ensure the policy is actualized. Moreover, the school is trying to reduce chronic absenteeism through the following efforts: student advisors reach out to families on a biweekly basis, at minimum, and work with social workers, as needed, to ensure that students prioritize attendance. While the chronic absenteeism rate was 63.9 percent in the most recent NYSED Report Card, the BLCS leadership team was able to describe a clear approach to improving this rate, which included home visits, starting the school day 15 minutes later, and having the deans check the perimeter of the school to ensure students come in the building. In the 2023-2024 school year, NYSED data showed the BLCS attendance rate at 80 percent; at the time of the CSO visit, the school reported that attendance thus far in 2024-2025, was approximately 90 percent, showing a significant increase.
- **Indicator b:** The BLCS community framework includes strong academic spaces, daily advisory, celebrations, and connecting with home/families on a regular basis with the goal of minimizing the out-of-school suspension rate, which is kept at a minimum due to an effective restorative justice approach.
- **Indicator c:** BLCS collects school climate and culture data on a continuous basis with input from students, staff, and families. The school culture and leadership teams analyze the data from surveys and in-school reporting on a continuous basis with the goal of continually improving the school culture and climate.

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

- **Indicator a:** The BLCS *Code of Conduct* and *Scholar and Family Handbook* structure the school’s approach to behavioral management. The board reviews these documents and supports the school leadership in implementation. The school’s culture team observes classrooms daily and provides coaching to staff on building a positive, joyous culture. The team analyzes the behavioral data it collects to identify what times of day and where behavioral incidents occur to remain proactive and responsive to needs. The school employs restorative practices to mediate and resolve any incidents at the school, and the students in the CSO focus group communicated the value of mediation in ensuring behavior management and safety.
- **Indicator b:** BLCS utilizes tiered behavioral interventions to support student social-emotional development. All students meet with their advisors, at minimum, four times a week to both review academic and behavioral progress while also offering a space to address character education. BLCS has “4Cs values” (Courage, Compassion, Commitment, Creativity) that are taught through the advisory curriculum and celebrated in bi-monthly assemblies.
- **Indicator c:** BLCS appears safe, and students, staff, and families communicated that the school maintains a safe environment during the CSO focus groups. The staff receives training by CT3 on

the *No Nonsense Nurturer* relationship style, which includes establishing boundaries with kindness and compassion, holding students to rigorous standards, and establishing culturally relevant practices. The culture team conducts daily culture audits to analyze data around uniform and cell phone compliance, how much time students are out of class, and where and when behavioral incidents occur. The school leadership team reported that this enables the school to be proactive and responsive to student needs to maintain a safe and productive school environment. Students in their focus group reported that the school staff ensures that the environment is safe, and they are provided with two emails where they can raise issues of concern in addition to speaking directly to a staff member.

- **Indicator d:** BLCS conducts a Dignity for All Students Act (DASA) training for all staff as part of summer professional development and has a designated DASA coordinator. In the teacher focus group, all participants were aware of who the coordinator is.
- **Indicator e:** All classrooms observed by the CSO team were conducive to learning and free from disruption. Teachers are frequently observed, and coaching is provided on an ongoing basis to support teachers in developing and maintaining their learning environments.

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

- **Indicator a:** Students and families can review daily grades and student progress at any time through *PowerSchool*. Progress reports and report cards are generated on a quarterly basis corresponding with quarterly, in-person conferences for most widely spoken languages at the school. Translators are provided on-site for all family conferences and school events. Families can communicate with staff in their home language through a Google Form that has been created to facilitate communication from home at any time. All family communication is logged in *Kickboard*, an online platform, which includes a family portal. By tracking each family communication, the staff monitors parent concerns and how they are resolved. The school culture team and grade level teams are tasked with ensuring parent communication occurs on an ongoing basis. Each student is also assigned an advisor who serves as the point of contact for the family when needs arise.
- **Indicator b:** Parents in the CSO focus group praised the school's varied communication methods including calls, emails, and texts for issues ranging across academics, attendance, and behavior. In addition to the variety of structures detailed in Indicator a, BLCS organizes virtual and in-person forums and events throughout the year to build relationships between school and home for all students.
- **Indicator c:** BLCS formally surveys families and students twice a year. Over the charter term, the school has engaged external reviewers, including Overcoming Racism and Radical Candor to examine the quality of school programming and inform changes. In response to parent feedback, the school recently organized town halls for each grade level rather than more generalized sessions. Students reported that their voice is heard through formal channels including the student government, email addresses designed to receive student concerns and ideas, and surveys.
- **Indicator d:** All family communication is logged in *Kickboard* to create a systematic and transparent process for responding to family or community concerns. The school leadership, including grade team leads, monitors the frequency of communication to ensure frequent touchpoints with all families. The school also encourages an open door policy and ticketing system to be used as needed.
- **Indicator e:** The NYSED report card is accessible on the BLCS website. The board also reviews this data as part of their committee and full-board meetings.

- **Indicator f:** During the visit, BLCS leadership emphasized that the school is a college preparatory community that engages in high stakes testing. Thus, the school ensures that its NYS exam participation rate is always shared with the BLCS board, the board academic committee, and the families.

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

- **Indicator a:** The school employs a robust staff (i.e., director of special services, social workers, case managers, deans of special services, etc.) to support students' social and emotional health. As detailed above, each student is paired with an advisor who serves as the point person for each individual student's attendance, grades, and homework completion. Students can also access this data at any time through *PowerSchool*. The school leadership team, including the grade team leads, ensure that this advisory period is designed to build and strengthen social-emotional and mental health supports. The school employs two social workers who work with students for both mandated counseling and as needs arise. During the focus group, the school leadership asserted that the BLCS approach to personalization and relationships creates social-emotional learning opportunities. Students in the CSO focus group emphasized that the staff cares about and supports their well-being. The school also utilizes a variety of incentives from special trips to the use of *Bonusly* to reward students on a continuous basis.
- **Indicator b:** The school culture team collects data for all subgroups through daily advisory periods, attendance and behavioral compliance records, etc. to identify where extra support or instruction may be needed.
- **Indicator c:** In addition to the data collection detailed above, the school leadership measures SEL programs through the *Illuminate Framework for Multi-Tiered Systems of Support*.
- **Indicator d:** BLCS has partnered and trained with The Table Group, Radical Candor, Overcoming Racism, and others to support the social-emotional and mental health of students.
- **Indicator e:** The school's recruitment and enrollment manager also serves as the McKinney-Vento coordinator to ensure services and resources are provided. These resources range from providing uniforms to offering on-site laundry services and other useful practical supports to the student families in need.

Benchmark 4: Financial Condition

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

Finding: Meets

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

Summative Evidence for Benchmark 4:

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 <https://www.nysed.gov/charter-schools/charter-schools-directory>

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

Financial Condition

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

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. A score between 1.00 and 1.40 is considered adequate. Brooklyn Laboratory Charter Schools’ 2023-2024 composite score is 1.79.

**Composite Scores
2019-2020 to 2023-2024**

<i>Year</i>	<i>Composite Score</i>
2019-2020	3.0
2020-2021	3.0
2021-2022	3.0
2022-2023	1.73
2023-2024	1.79

Effective FY23, the education corporation is subject to ASC 842 lease accounting principles due to entering into a long-term operating lease. ASC 842 requires the entire lease to be recorded as a liability, the right-of-use to be recorded as an asset, and an amortized functional expense to be reflected in the financial statements. The net result produces a negative impact to the composite score that disproportionately affects schools with very long-term leases. Otherwise, the education corporation has adequate cash flow to support operations.

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 remained consistent as “Meets.”

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

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

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Brooklyn Laboratory Charter Schools’ 2023-2024 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: Meets

Element

Indicators

1. *Board Oversight and Governance*

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

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has improved from “Approaches” to “Meets” due to the addition of several board members, enhanced board development, and progress with board strategic priorities.

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

- **Indicator a:** The board tracks the CEO and other school leadership performance on all ten performance benchmarks monthly through its board meeting preparation. The CEO receives an annual written performance evaluation conducted using the Noble Story Group’s 360 evaluation

framework. The board conducts an annual self-evaluation administered through Tugboat Education. The board's development and nominating committee has been designated to oversee this process, which began in 2023. The board conducts annual performance evaluations for key contractors. In the CSO focus group, the board reported that the goal of these evaluations is to "benchmark and right-size expenses" to ensure that school dollars are being well-deployed.

- **Indicator b:** The board's development and nominating committee is entrusted with recruiting and selecting board members with a diverse set of skills and experiences. The board added five board members during 2022-2023 school year, bringing the number of trustees to nine. Four trustees exited the board the same year either as their terms expired or other commitments arose. The board conducted a self-inventory of skills, interests, and demographics to identify gaps and priorities for recruitment. For example, BLCS previously had complicated real estate challenges with multiple sites and a designated "Friends Of" entity. The board chair and school CEO credit bringing on a trustee with real estate expertise to resolve those issues and support the renegotiation of more favorable lease terms to support the school's growth. The board chair also reported that they expect to submit more trustees with educational experience for approval in the coming months.
- **Indicator c:** The board demonstrates active, consistent oversight of BLCS. The board meets monthly as a whole and operates five permanent committees (e.g., academic, finance, fundraising, board development and nominating, and executive) and one subcommittee (e.g., real estate subcommittee) to monitor progress towards goals and adherence to the performance framework.
- **Indicator d:** The renewal application shared the evolution of the board priorities over the charter term beginning with supporting the CEO (2022-2023), fiscal sustainability (2023-2024), and now focusing on "strategic anchors" to meet academic goals while distinguishing BLCS as a strong high school choice for families. In the focus group with the school board, members concisely communicated their strategic priorities while expressing their commitment to refine the processes necessary to propel their work going forward.
- **Indicator e:** The board documented its awareness of its responsibility for updating school policy and awareness of the approval processes. The board chair cited the new trustees bringing fresh perspective to the board to help update policies. For example, the board is currently working on changes to the public comment policy to ensure the board is appropriately accessible to stakeholders.
- **Indicator f:** The board engages in ongoing professional development. Each trustee is provided with onboarding materials that outline the responsibility of the board and include a board manual. The board hosts an annual board training, led by Tugboat Education, each spring. The board also recently implemented new skill building sessions for trustees throughout the year.
- **Indicator g:** The board demonstrates its full awareness of its governance role, its legal obligations, and requirements of the school's charter. The board has maintained compliance throughout the charter term and grounds its reports in the performance framework.
- **Indicator h:** The board structures its meetings around the performance framework to increase awareness and accountability.

Benchmark 7: Organizational Capacity

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

Finding: Meets

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

Element

Indicators

3. *Contractual Relationships (if applicable)*

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

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- **Indicator a:** The school’s leadership team communicates and guides its work by the school’s mission. The school leadership team organizes a two-day off-site retreat each August to kick off their work for the year. The group meets formally once a week for a tactical meeting and conducts a longer quarterly meeting to review its progress to goals. The team’s work is guided by the Lencioni’s model for organizational health. In addition to the roles that comprise most school leadership teams (i.e., principal, assistant principals, etc.), the school also includes grade team leads in its leadership body. Teachers in the CSO focus group shared that this role intentionally provides a teacher voice in leadership team meetings and a voice of the leadership in teacher meetings.
- **Indicator b:** BLCS employs robust, routine communication structures including a weekly principal newsletter, twice weekly huddle to review logistics and celebrate progress, weekly staff meetings, and coaching sessions. The school routinely seeks feedback from teachers, families, and students, which is analyzed internally and shared with the board.
- **Indicator c:** The BLCS leadership committed to creating equity and transparency around the school’s pay scale with the goal of placing itself in a more competitive position to recruit and retain high-quality staff. The school employs several recruitment and retention initiatives including a partnership with Teach for America. BLCS teachers can enroll in the two-year Teacher Residency at Relay School of Education, which provides a pathway to certification in a content area and special education, at no cost to the employee. The CSO team met with school leadership team members who started their career as teachers and teachers who took advantage of the pathway to certification, offering evidence of the effectiveness of these initiatives. The board conducts an annual CEO evaluation and the CEO conducts reviews of the senior leadership team members in quarters one and three, which informs retention and opportunities for promotion and removal when warranted. The *Get Better Faster* framework and *The New Teacher Project’s Blended Core Teaching Rubric* are used to observe teachers and provide qualitative feedback. *TeachBoost* warehouses all real-time observational feedback inform subsequent coaching sessions. All policies regarding compensation, promotion, and termination are featured in the employee handbook.
- **Indicator d:** The school leadership exhibited their awareness of the NYSED Charter School Performance framework throughout the on-site focus groups and stated they utilize this structure to prepare monthly reports to the board.

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

- **Indicator a:** BLCS shares a “Big Rocks” document with the entire organization that articulates the responsibilities of each role. Bi-annual performance evaluations are tied to these responsibilities. All staff members and board members receive onboarding to acclimate them to their role and

responsibilities. All performance evaluations are designed around these role-specific responsibilities.

- **Indicator b:** Each staff member creates a learning plan during their onboarding process. Managers review the progress toward these goals throughout the year. Each teacher receives an annual, renewable professional development stipend to put towards their learning goals. As detailed in Benchmark 2, BLCs provides numerous trainings throughout the year (e.g., CT3 and Columbia University) to support teacher coaching. The school also offers a “leadership boot camp” for those interested in growing into leadership roles. Teachers are observed, at minimum, once per week by assistant principals and regularly by grade team leaders to ensure instructional quality. Teachers in the CSO focus group reported that they could be observed as many as three or four times per week given various coaching opportunities, MTSS initiatives, and teacher-to-teacher observations.
- **Indicator c:** The school leadership reported that the school is fully staffed to meet all operational needs and outside partners support the work of this team in regard to finance, public relations, and other specialized domains. One staff member utilized their professional development stipend to earn their human resources certification and now serves as the school’s director of human resources.
- **Indicator d:** BLCs has established procedures for effective collaboration. Some examples of this include teachers meeting weekly with their grade level teams, bi-weekly with their content teams, and weekly with their co-teachers. The entire staff comes together for Wednesday professional development sessions. All teachers and coaches meet for lesson internalization and adjust their plans based on feedback from this collaboration.
- **Indicator e:** All staff receive bi-annual, formal observations. The school leadership uses *The New Teacher Project’s Core* and *Blended Core* teaching rubrics and *The New Teacher Project PLUS Leadership Rubric* to structure these evaluations. Coaches receive support through Columbia University’s Center for Professional Education of Teachers to conduct these evaluations. The board evaluates the CEO once a year.
- **Indicator f:** BLCs teachers receive a quarterly survey that is based on Gallup’s Q12 Employee Engagement Survey. The school leadership reported that the move to the *Springboard* curriculum over this charter term was responsive to teachers wanting a curriculum that provided more robust resources. Other examples of how the school utilizes teacher feedback include aligning interim assessments to Regents exam preparation, more consistent professional development structures, and providing smaller teacher-student ratios by adding a second teacher in each classroom.

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

- **Indicator a:** n/a
- **Indicator b:** n/a

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- **Indicator a:** BLCS stakeholders share a common and consistent understanding of the school’s mission and key design elements. The school’s mission is posted on visual displays throughout the school’s hallways. The mission is embedded with the school’s allocation of resources, professional development, and investment in and input from families as a few examples. Professional development has been detailed in Benchmark 7.
- **Indicator b:**
 - **Rigorous College Preparatory Curriculum:** The CEO reported that in recent years BLCS has become more intentional about focusing on college prep rather than more generalized workforce development. BLCS offers ten Advanced Placement courses and provides other credit-bearing courses for all students. The CSO team observed students participating in an online *Introduction to Psychology* course that will grant them credits through the University of Pittsburgh upon successful completion. Students participate in college trips beginning in ninth grade. Parents in the CSO focus group applauded the variety and frequency of these trips. The student focus group affirmed that the student advisory framework is built upon the foundational goal of preparing for college.
 - **Effective Instruction:** BLCS instructional practices have been designed with the goal of preparing students for college. The CSO team observed classrooms where students were deep in engagement and collaborating with peers. Teachers are observed frequently and provided with robust professional development to strengthen and refine their practice.
 - **Extended Learning Time:** BLCS has both an extended school day and extended school year.
 - **Entrepreneurial Learning:** All eleventh grade students participate in a financial literacy course.
 - **Building Productive, Engaged, and Active Citizens:** The school has a robust staff of non-classroom teachers to support students’ development. The school culture team engages in daily school culture audits to monitor and encourage positive behaviors. BLCS also utilizes *Bonusly*, a PBIS-aligned incentive program, to reward positive behaviors. The students in the

- CSO focus group praised the effectiveness of the student government, which helps escalate and resolve student concerns as they arise.
- **Family Partnership:** All family communication is logged within *Kickboard* to ensure that all staff have access to the frequency and content of family communication. Students receive quarterly progress and report cards that precede family conferences. Families can submit feedback or raise questions at any time through an internal ticketing system. Family surveys are distributed three times a year. The school hosts a variety of trips and events to further encourage both family feedback and participation.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<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 remained consistent as “Approaches” due to consistent overall under-enrollment at the school and low retention rates.

The school has requested and obtained approval for a revision request to reduce the total enrollment by 15 percent to 655 students in the 2025-2026 school year, which at the current enrollment of 572 students would increase the school’s overall enrollment rate to 87 percent, above the required 85 percent of contracted enrollment.

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

- **Indicator a:** The school has consistently enrolled all subgroups at rates above, equal to, or closely approaching those of the district of location (DOL), NYC CSD 13. In 2023-2024 BLSC enrolled +14 percentage points more SWD and +9 percentage points more ED students as compared to the DOL, while meeting enrollment targets for ELL.

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

- **Indicator a:** Overall enrollment at BLCS for the 2023-2024 school year is at 74 percent of the school’s contracted enrollment. Student retention is lower than the DOL for All Students and all

subgroups, currently -21 percentage points below overall; and -6 for SWD, -23 for ELL, and -19 for ED.

- **Indicator b:** The school reports that it is accepting more applications each year and identifying innovative ways to get their name out within the community. This September, for example, BLCS was one of the sponsors of the West Indian American Day Carnival and featured on WPIX 11 news. BLCS employs a marketing firm that helps distribute applications via mail to target zip codes, create engaging advertisements, and conduct ongoing open houses. Staff organized events at local shelters and churches with bilingual services, for example, with the goal of increasing enrollment of special populations. While outreach to the larger community has proven effective, BLCS also prioritized enrollment of eighth grade students at Edmund W. Gordon Brooklyn Laboratory Charter School. The school now offers a step up to high school program, a bridge dinner to welcome students into the high school, and markets BLCS more deliberately to the eighth graders in the co-located space. To prioritize the retention of the SWD population, the school leadership prioritizes building relationships with families, so they feel that there is a community within the larger BLCS community. The school organizes an annual family night focused on special education featuring information about the services the school offers and who to contact as needs arise. All materials are translated into families' home language. To retain ELL students, the school leadership reports that the parent ticketing system has been particularly helpful as families can submit their questions and concerns in their home language, which removes a potential barrier they may face with phone communication. Also, as a result of ELL family feedback, the school has created a soccer program as an extracurricular offering. The school has prioritized hiring more Spanish speakers for the school's culture and student recruitment teams, as well.
- **Indicator c:** The student recruitment team meets weekly to analyze data collected through *SchoolMint*. The CSO team met with this group while on-site and the group reported a refined focus on targeted outreach to families while applications are in process. Translators, paid via stipend, reach out to ELL families during the application lifecycle with the goal of increasing ELL enrollment.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <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 regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to continued compliance issues.

1. Element: **Legal Compliance:**

- **Indicator a:** For this charter term, the school has compiled a record of improved compliance through aligning the work of the board and CEO, updating policies and procedures, and utilizing the resources provided by the CSO, outside legal counsel, and other organizations. The senior leadership team meets monthly to review progress and compliance, which is reported to the board. However, the school had some fingerprinting clearance issues, and at the time of the site visit, the analysis of the faculty/staff roster submitted with the school’s 2023-2024 Annual Report showed three staff who did not have verifiable fingerprint clearance to be working in a school and 28 staff who had started working for the school prior to receiving fingerprint clearance to do so.
- **Indicator b:** In 2020, the school received a notice of deficiency concerning shortcomings in both Benchmark 1 and Benchmark 9. On March 2, 2020, BLCS submitted a corrective action plan (CAP) focused on improving student achievement on the NYSTP 3-8 Assessments and enrollment

deficiencies centered around enrollment and recruitment of ELL and multi-lingual learner (MLL) students. The CAP details the goals and strategies identified to correct each of the deficiencies. Because of the change in grades served by the school, the deficiency issues for Benchmark 1 were resolved and the deficiency issues in Benchmark 9 were resolved due to increased enrollment of ELL students at BLCS.

- **Indicator c:** Analysis of the 2023-2024 faculty/staff roster submitted with the school’s 2023-2024 Annual Report showed that BLCS had 24 uncertified teachers during the school year. The school recently created a role for a director of human resources, which helps monitor teacher certification compliance. The school offers programs for teachers to work toward their certification at low or no cost through an annual stipend and the Relay School of Education, for example.
- **Indicator d:** Over the current charter term, BLCS requested two non-material charter revisions, which have been approved:
 - A change in the admission policy to reflect the present grade span; and
 - A 15 percent reduction in the total enrollment number at the school.
- **Indicator e:** BLCS has increased enrollment consecutively for the past three years. This, combined with the non-material request to reduce enrollment by 15 percent, positions the school to meet its overall enrollment target for the first time (451 students in 2022-2023, 572 in 2023-2024, and the school claims to have enrolled 596 students in 2024-2025).
- **Indicator f:** BLCS has demonstrated that it seeks guidance from its legal counsel for document review and handling issues as they arise.

2025 NYSED Charter School Information Dashboard

Overview

Charter School Selection

BROOKLYN LABORATORY CHARTER SCHOOL

BEDS Code

331300861063

2023-2024 Enrollment

572

ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 13
Total Public School Enrollment of Resident Students attending Charter Schools:	25%
Additional School District: (if applicable)*	NYC CSD 17
Total Public School Enrollment of Resident Students attending Charter Schools:	27%
Grades Served:	9-12
Address:	77 SANDS ST, BROOKLYN, NY, 11201
Website:	N/A
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - BROOKLYN
Regent:	Hasoni L. Pratts
Active Date:	7/1/2014
Authorizer:	REGENTS
CEO:	DR. GARLAND THOMAS-MCDAVID
CEO Phone:	347-429-8439
CEO Email:	garland@bklabprep.org
BOT President:	MS. MARTHA REVENAUGH
BOT President Phone:	.
BOT President Email:	nystatecomm@bklabprep.org
Institution ID:	80000082484

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

BoR Charter School Office Information

Regional Liaison:	Paolo Giovine
Performance Framework:	2019
Current Term:	07/01/22 - 06/30/25
2020-2021	Check-in
2021-2022	Renewal
2022-2023	Check-in
2023-2024	Check-in
2024-2025	Renewal

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

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%

Brooklyn Laboratory CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2017-2018	43%	34%	21%	42%	37%	26%	36%	35%
2018-2019	43%	30%	18%	42%	39%	15%	17%	38%
2021-2022	58%	43%	.	53%	36%	15%	33%	38%
2022-2023	60%	31%	.	59%	75%	38%	.	73%

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

2024 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:

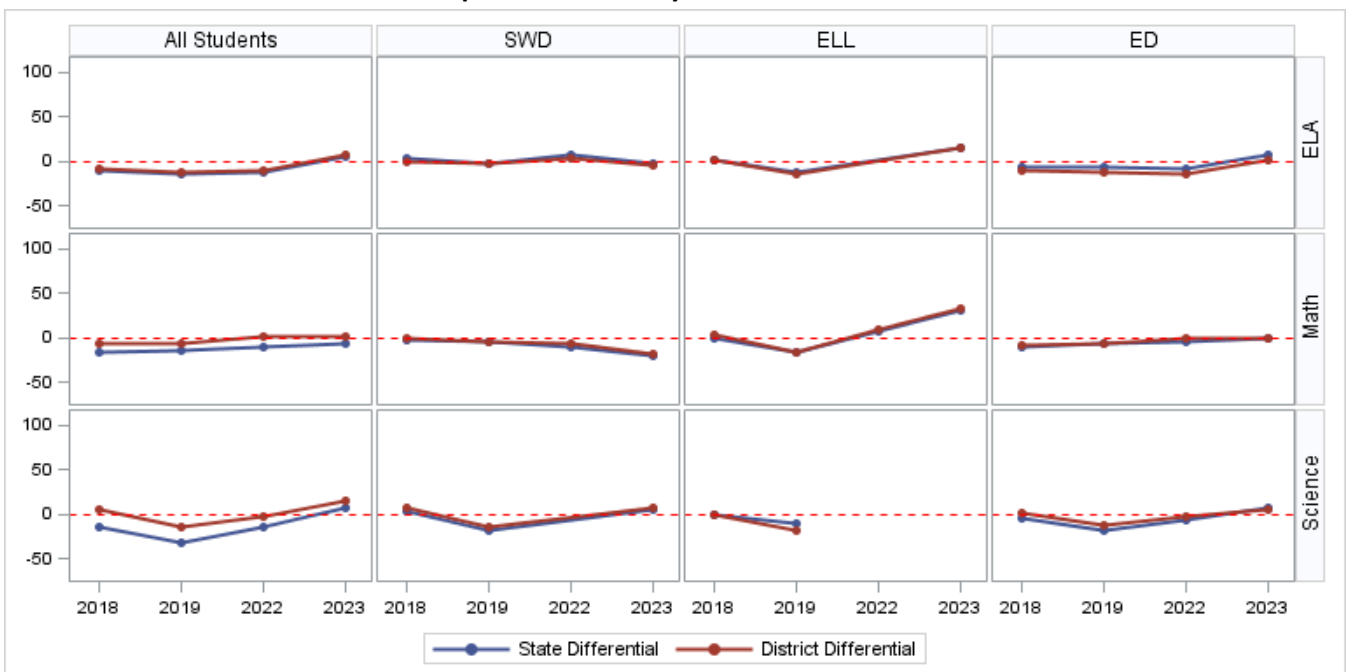
Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Brooklyn Lab CS and NYC CSD 13



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

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 Brooklyn Lab CS and NYC CSD 17



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

2024 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				
		Brooklyn Laboratory CS	NYC CSD 13	District Differential	NYS	NYS Differential	Brooklyn Laboratory CS	NYC CSD 13	District Differential	NYS	NYS Differential	Brooklyn Laboratory CS	NYC CSD 13	District Differential	NYS	NYS Differential
All Students	2018	33%	41%	-8	43%	-10	25%	32%	-7	41%	-16	56%	44%	+12	69%	-13
	2019	31%	40%	-9	45%	-14	29%	29%	0	43%	-14	35%	47%	-12	67%	-32
	2022	40%	51%	-11	52%	-12	26%	24%	+2	34%	-8	36%	32%	+4	50%	-14
	2023	55%	53%	+2	50%	+5	43%	36%	+7	48%	-5	56%	47%	+9	48%	+8
SWD	2018	17%	17%	0	14%	+3	12%	14%	-2	14%	-2	39%	21%	+18	35%	+4
	2019	12%	15%	-3	14%	-2	9%	12%	-3	13%	-4	15%	24%	-9	33%	-18
	2022	25%	21%	+4	18%	7	0%	10%	-10	10%	-10	.	.	.	.	.
	2023	16%	27%	-11	18%	-2	0%	20%	-20	19%	-19	30%	22%	+8	24%	+6
ELL	2018	21%	16%	+5	20%	+1	21%	13%	+8	21%	0	33%	19%	+14	34%	-1
	2019	7%	9%	-2	19%	-12	7%	15%	-8	23%	-16	20%	19%	+1	30%	-10
	2022	.	.	.	.	.	25%	11%	+14	18%	+7	.	.	.	.	.
	2023	40%	29%	+11	25%	+15	60%	17%	+43	29%	+31	.	.	.	.	.
ED	2018	29%	32%	-3	34%	-5	22%	22%	0	31%	-9	52%	41%	+11	56%	-4
	2019	30%	31%	-1	35%	-5	28%	22%	+6	33%	-5	35%	36%	-1	53%	-18
	2022	35%	38%	-3	43%	-8	22%	12%	+10	25%	-3	36%	31%	+5	41%	-5
	2023	48%	41%	+7	41%	+7	38%	23%	+15	38%	0	47%	36%	+11	40%	+7

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

2024 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				
		Brooklyn Laboratory CS	NYC CSD 17	District Differential	NYS	NYS Differential	Brooklyn Laboratory CS	NYC CSD 17	District Differential	NYS	NYS Differential	Brooklyn Laboratory CS	NYC CSD 17	District Differential	NYS	NYS Differential
All Students	2018	33%	40%	-7	43%	-10	25%	30%	-5	41%	-16	56%	50%	+6	69%	-13
	2019	31%	43%	-12	45%	-14	29%	35%	-6	43%	-14	35%	48%	-13	67%	-32
	2022	40%	50%	-10	52%	-12	25%	23%	+2	34%	-9	36%	39%	-3	50%	-14
	2023	55%	48%	+7	50%	+5	42%	41%	+1	48%	-6	56%	40%	+16	48%	+8
SWD	2018	17%	17%	0	14%	+3	12%	12%	0	14%	-2	39%	31%	+8	35%	+4
	2019	12%	15%	-3	14%	-2	9%	13%	-4	13%	-4	15%	28%	-13	33%	-18
	2022	25%	22%	+3	18%	7	0%	6%	-6	10%	-10	.	.	.	.	.
	2023	16%	20%	-4	18%	-2	0%	18%	-18	19%	-19	30%	22%	+8	24%	+6
ELL	2018	21%	20%	+1	20%	+1	21%	17%	+4	21%	0	33%	33%	0	34%	-1
	2019	7%	20%	-13	19%	-12	7%	23%	-16	23%	-16	20%	38%	-18	30%	-10
	2022	.	.	.	.	.	25%	15%	+10	18%	+7	.	.	.	.	.
	2023	40%	25%	+15	25%	+15	60%	27%	+33	29%	+31	.	.	.	.	.
ED	2018	29%	39%	-10	34%	-5	22%	29%	-7	31%	-9	52%	50%	+2	56%	-4
	2019	30%	41%	-11	35%	-5	28%	34%	-6	33%	-5	35%	47%	-12	53%	-18
	2022	35%	49%	-14	43%	-8	21%	22%	-1	25%	-4	36%	39%	-3	41%	-5
	2023	48%	46%	+2	41%	+7	38%	39%	-1	38%	0	47%	41%	+6	40%	+7

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

All Students		ELA					Math					Science				
		Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 6	2018	39%	39%	0	49%	-10	32%	27%	+5	44%	-12	.	.	.	.	.
	2019	22%	38%	-16	47%	-25	17%	29%	-12	47%	-30	.	.	.	.	.
	2022	46%	54%	-8	57%	-11	38%	33%	+5	39%	-1	.	.	.	.	.
	2023	43%	47%	-4	46%	-3	41%	36%	+5	48%	-7	.	.	.	.	.
Grade 7	2018	22%	42%	-20	40%	-18	19%	33%	-14	42%	-23	.	.	.	.	.
	2019	29%	39%	-10	40%	-11	31%	31%	0	44%	-13	.	.	.	.	.
	2022	36%	51%	-15	48%	-12	18%	23%	-5	36%	-18	.	.	.	.	.
	2023	49%	54%	-5	48%	+1	46%	42%	+4	52%	-6	.	.	.	.	.
Grade 8	2018	42%	40%	+2	48%	-6	26%	15%	+11	30%	-4	56%	74%	-18	89%	-33
	2019	36%	43%	-7	48%	-12	31%	26%	+5	34%	-3	35%	65%	-30	88%	-53
	2022	33%	49%	-16	50%	-17	26%	9%	+17	26%	0	36%	32%	+4	50%	-14
	2023	65%	57%	+8	56%	+9	41%	26%	+15	43%	-2	56%	47%	+9	48%	+8

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

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

All Students Grade-Level Proficiency

All Students		ELA					Math					Science				
		Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS
Grade 6	2018	39%	45%	-6	49%	-10	32%	35%	-3	44%	-12	.	.	.	.	.
	2019	22%	44%	-22	47%	-25	17%	39%	-22	47%	-30	.	.	.	.	.
	2022	46%	52%	-6	57%	-11	38%	24%	+14	39%	-1	.	.	.	.	.
	2023	43%	43%	0	46%	-3	41%	38%	+3	48%	-7	.	.	.	.	.
Grade 7	2018	22%	39%	-17	40%	-18	19%	26%	-7	42%	-23	.	.	.	.	.
	2019	29%	37%	-8	40%	-11	31%	34%	-3	44%	-13	.	.	.	.	.
	2022	36%	52%	-16	48%	-12	18%	21%	-3	36%	-18	.	.	.	.	.
	2023	49%	45%	+4	48%	+1	46%	41%	+5	52%	-6	.	.	.	.	.
Grade 8	2018	42%	47%	-5	48%	-6	26%	29%	-3	30%	-4	56%	66%	-10	89%	-33
	2019	36%	47%	-11	48%	-12	31%	33%	-2	34%	-3	35%	62%	-27	88%	-53
	2022	33%	46%	-13	50%	-17	23%	23%	0	26%	-3	36%	39%	-3	50%	-14
	2023	65%	55%	+10	56%	+9	40%	43%	-3	43%	-3	56%	40%	+16	48%	+8

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

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

BROOKLYN LABORATORY CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Total Charter Tested	Brooklyn Laboratory CS	NYS	Differential to NYS	Total Charter Tested	Brooklyn Laboratory CS	NYS	Differential to NYS	Total Charter Tested	Brooklyn Laboratory CS	NYS	Differential to NYS	Total Charter Tested	Brooklyn Laboratory CS	NYS	Differential to NYS
Algebra I	2023-2024	126	29%	53%	-24	31	23%	33%	-10	12	17%	34%	-17	98	27%	44%	-17
Algebra I (Common Core)	2019-2020	257	89%	95%	-6	56	82%	91%	-9	13	85%	90%	-5	174	88%	94%	-6
	2020-2021	23	22%	97%	-75	5	.	96%	-96	.	.	.	.	14	14%	97%	-83
	2021-2022	119	82%	63%	+19	38	79%	42%	+37	7	86%	46%	+40	98	81%	56%	+25
	2022-2023	105	34%	65%	-31	33	24%	37%	-13	5	20%	40%	-20	71	32%	55%	-23
	2023-2024	57	19%	31%	-12	12	17%	17%	0	7	29%	24%	+5	41	15%	28%	-13
Algebra II (Common Core)	2019-2020	57	100%	99%	+1	7	100%	98%	+2	.	.	.	.	33	100%	99%	+1
	2021-2022	48	83%	68%	+15	16	69%	40%	+29	.	.	.	.	33	85%	54%	+31
	2022-2023	13	.	64%	-64	.	.	.	.	.	.	.	.	8	.	48%	-48
	2023-2024	88	9%	74%	-65	19	21%	44%	-23	8	25%	42%	-17	69	9%	61%	-52
English Language Arts (Common Core)	2019-2020	205	100%	96%	+4	45	100%	91%	+9	8	100%	89%	+11	138	100%	94%	+6
	2020-2021	30	57%	99%	-42	8	50%	98%	-48	.	.	.	.	26	58%	99%	-41
	2021-2022	151	96%	84%	+12	38	95%	63%	+32	8	100%	58%	+42	110	95%	78%	+17
	2022-2023	47	36%	77%	-41	17	24%	52%	-28	.	.	.	.	36	39%	69%	-30
	2023-2024	153	45%	78%	-33	35	34%	57%	-23	16	25%	42%	-17	121	42%	71%	-29
Geometry (Common Core)	2019-2020	116	100%	98%	+2	22	100%	97%	+3	.	.	.	.	73	100%	97%	+3
	2021-2022	121	91%	57%	+34	31	94%	31%	+63	6	67%	33%	+34	85	92%	44%	+48
	2022-2023	53	.	53%	-53	20	.	23%	-23	.	.	.	.	45	.	39%	-39
	2023-2024	191	6%	57%	-51	40	.	27%	-27	15	7%	30%	-23	155	3%	43%	-40
Global History	2019-2020	167	100%	98%	+2	34	100%	95%	+5	9	100%	95%	+5	113	100%	97%	+3
	2021-2022	160	94%	81%	+13	51	92%	57%	+35	11	73%	63%	+10	125	95%	74%	+21
	2022-2023	39	38%	74%	-36	13	31%	44%	-13	.	.	.	.	28	36%	64%	-28
	2023-2024	147	42%	77%	-35	31	19%	50%	-31	13	31%	54%	-23	114	39%	68%	-29
Global History Transition	2019-2020	71	14%	84%	-70	16	25%	76%	-51	.	.	.	.	43	12%	80%	-68
Living Environment	2019-2020	99	99%	97%	+2	29	100%	94%	+6	.	.	.	.	71	100%	96%	+4
	2020-2021	18	50%	99%	-49	.	.	.	.	.	.	.	.	11	45%	98%	-53
	2021-2022	128	86%	76%	+10	38	87%	53%	+34	9	100%	51%	+49	107	86%	67%	+19
	2022-2023	97	41%	66%	-25	25	16%	36%	-20	.	.	.	.	69	33%	55%	-22
	2023-2024	176	17%	59%	-42	42	2%	33%	-31	17	29%	32%	-3	135	13%	47%	-34
Physical Setting / Chemistry	2019-2020	100	100%	98%	+2	18	100%	98%	+2	.	.	.	.	59	100%	98%	+2
	2021-2022	86	86%	62%	24	21	76%	36%	+40	.	.	.	.	62	87%	49%	38
	2023-2024	99	1%	65%	-64	21	.	34%	-34	6	.	33%	-33	77	.	51%	-51
Physical Setting / Earth Science	2021-2022	7	100%	61%	+39	.	.	.	.	.	.	.	.	5	100%	50%	+50
	2022-2023	62	26%	60%	-34	17	.	37%	-37	.	.	.	.	51	22%	49%	-27
	2023-2024	26	4%	62%	-58	5	.	39%	-39	.	.	.	.	23	.	51%	-51
Physical Setting / Physics	2019-2020	85	100%	100%	0	19	100%	100%	0	.	.	.	.	52	100%	100%	0
	2021-2022	22	100%	63%	37	5	100%	39%	+61	.	.	.	.	16	100%	52%	48
	2023-2024	50	.	74%	-74	12	.	50%	-50	.	.	.	.	41	.	63%	-63
US History and Government	2019-2020	129	100%	97%	+3	14	100%	93%	+7	.	.	.	.	79	100%	96%	+4
	2021-2022	51	100%	100%	0	14	100%	100%	0	.	.	.	.	36	100%	100%	0
	2022-2023	66	86%	82%	+4	23	74%	60%	+14	6	67%	60%	+7	48	81%	74%	+7
	2023-2024	78	37%	79%	-42	16	38%	56%	-18	6	67%	57%	+10	64	34%	71%	-37

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

BROOKLYN LABORATORY CHARTER SCHOOL

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

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Cohort	Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Cohort	Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Cohort	Brooklyn Laboratory CS	NYS	Differential to NYS
ELA	2016	6	17%	88%	-71	.	.	.	.	.	.	.	.	.	.	.	.
	2017	89	63%	89%	-26	19	53%	69%	-16	.	.	.	.	58	57%	86%	-29
	2018	99	83%	87%	-4	23	74%	71%	+3	.	.	.	.	73	82%	83%	-1
	2019	70	76%	81%	-5	22	64%	56%	+8	.	.	.	.	50	74%	75%	-1
	2020	116	84%	80%	+4	35	71%	52%	+19	12	75%	44%	+31	92	80%	74%	+6
Global History	2016	6	67%	84%	-17	.	.	.	.	.	.	.	.	.	.	.	.
	2017	89	91%	87%	+4	19	95%	66%	+29	.	.	.	.	58	90%	84%	+6
	2018	99	77%	86%	-9	23	70%	72%	-2	.	.	.	.	73	79%	83%	-4
	2019	70	73%	82%	-9	22	73%	68%	+5	.	.	.	.	50	72%	79%	-7
	2020	116	75%	74%	+1	35	66%	45%	+21	12	58%	42%	+16	92	74%	65%	+9
Math	2016	6	33%	88%	-55	.	.	.	.	.	.	.	.	.	.	.	.
	2017	89	89%	90%	-1	19	79%	69%	+10	.	.	.	.	58	86%	88%	-2
	2018	99	79%	91%	-12	23	70%	76%	-6	.	.	.	.	73	78%	89%	-11
	2019	70	91%	90%	+1	22	95%	74%	+21	.	.	.	.	50	90%	87%	+3
	2020	116	85%	84%	+1	35	83%	61%	+22	12	67%	62%	+5	92	83%	79%	+4
Science	2016	6	33%	87%	-54	.	.	.	.	.	.	.	.	.	.	.	.
	2017	89	92%	90%	+2	19	95%	70%	+25	.	.	.	.	58	91%	87%	+4
	2018	99	59%	91%	-32	23	48%	77%	-29	.	.	.	.	73	55%	88%	-33
	2019	70	87%	90%	-3	22	82%	77%	+5	.	.	.	.	50	88%	88%	0
	2020	116	79%	87%	-8	35	69%	71%	-2	12	67%	60%	+7	92	77%	83%	-6
US History	2016	6	33%	84%	-51	.	.	.	.	.	.	.	.	.	.	.	.
	2017	89	75%	85%	-10	19	63%	66%	-3	.	.	.	.	58	67%	81%	-14
	2018	99	5%	84%	-79	23	9%	69%	-60	.	.	.	.	73	4%	80%	-76
	2019	70	80%	80%	0	22	68%	64%	+4	.	.	.	.	50	74%	76%	-2
	2020	116	64%	74%	-10	35	51%	47%	+4	12	67%	48%	+19	92	59%	66%	-7

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Cohort	Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Cohort	Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Cohort	Brooklyn Laboratory CS	NYS	Differential to NYS
2016 Cohort	4 Year	6	0%	85%	-85	.	.	.	.	.	.	.	.	.	.	.	.
	5 Year	5	40%	88%	-48	.	.	.	.	.	.	.	.	.	.	.	.
	6 Year	5	40%	89%	-49	.	.	.	.	.	.	.	.	.	.	.	.
2017 Cohort	4 Year	89	85%	86%	-1	19	89%	65%	+24	.	.	.	.	58	81%	81%	0
	5 Year	87	90%	89%	+1	19	89%	72%	+17	.	.	.	.	55	87%	85%	+2
	6 Year	87	90%	90%	0	19	89%	73%	+16	.	.	.	.	55	87%	86%	+1
2018 Cohort	4 Year	99	79%	87%	-8	23	74%	69%	+5	.	.	.	.	73	77%	82%	-5
	5 Year	99	80%	89%	-9	23	78%	74%	+4	.	.	.	.	68	78%	85%	-7
	6 Year	99	80%	90%	-10	23	78%	75%	+3	.	.	.	.	68	78%	86%	-8
2019 Cohort	4 Year	70	74%	86%	-12	22	73%	69%	+4	.	.	.	.	50	74%	82%	-8
	5 Year	80	71%	89%	-18	24	75%	73%	+2	.	.	.	.	58	67%	85%	-18
2020 Cohort	4 Year	116	79%	86%	-7	35	71%	69%	+2	12	83%	64%	+19	92	75%	81%	-6

*See NOTES (2) and (3).

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

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

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
2017	96	81	84%	21	17	81%	5	4	80%	63	51	81%
2018	100	73	73%	24	13	54%	.	.	.	71	54	76%
2019	80	42	53%	23	9	39%	.	.	.	55	29	53%
2020	75	64	85%	24	18	75%	7	4	57%	60	51	85%
2021	137	82	60%	29	13	45%	.	.	.	108	66	61%

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

BROOKLYN LABORATORY CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Brooklyn Laboratory CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	607	605	100%
2020-2021	710	514	72%
2021-2022	770	513	67%
2022-2023	770	451	59%
2023-2024	770	572	74%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	Brooklyn Laboratory CS	NYC CSD 13	Differential to District
2019-2020	31%	13%	+18	4%	6%	-2	72%	70%	+2
2020-2021	27%	13%	+14	2%	6%	-4	73%	71%	+2
2021-2022	26%	13%	+13	5%	6%	-1	75%	69%	+6
2022-2023	29%	13%	+16	6%	6%	0	79%	69%	+10
2023-2024	26%	12%	+14	6%	6%	0	80%	71%	+9

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	Brooklyn Laboratory CS	NYC CSD 17	Differential to District
2019-2020	31%	19%	+12	4%	12%	-8	72%	81%	-9
2020-2021	27%	19%	+8	2%	12%	-10	73%	83%	-10
2021-2022	26%	20%	+6	5%	13%	-8	75%	83%	-8
2022-2023	29%	19%	+10	6%	13%	-7	79%	85%	-6
2023-2024	26%	19%	+7	6%	15%	-9	80%	86%	-6

*See NOTES (2) and (6).

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	Brooklyn Laboratory CS	NYC CSD 13	Differential to District
2019-2020	65%	85%	-20	68%	74%	-6	64%	82%	-18	65%	85%	-20
2020-2021	65%	90%	-25	66%	79%	-13	64%	86%	-22	63%	90%	-27
2021-2022	78%	86%	-8	85%	69%	+16	88%	85%	+3	79%	88%	-9
2022-2023	75%	86%	-11	85%	77%	+8	77%	82%	-5	74%	85%	-11
2023-2024	66%	87%	-21	65%	71%	-6	58%	81%	-23	66%	85%	-19

*See NOTES (2) and (6).

2024 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		
	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	Brooklyn Laboratory CS	NYC CSD 17	Differential to District
2019-2020	65%	77%	-12	68%	72%	-4	64%	75%	-11	65%	76%	-11
2020-2021	65%	82%	-17	66%	80%	-14	64%	77%	-13	63%	82%	-19
2021-2022	78%	73%	+5	85%	52%	+33	88%	75%	+13	79%	80%	-1
2022-2023	75%	77%	-2	85%	73%	+12	77%	74%	+3	74%	76%	-2
2023-2024	66%	74%	-8	65%	67%	-2	58%	74%	-16	66%	73%	-7

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Notes

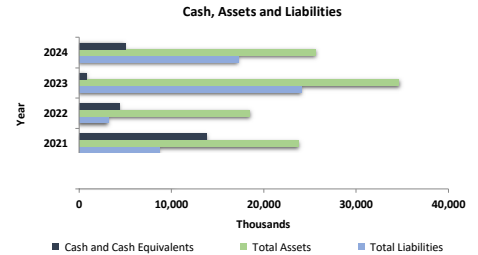
- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups 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.*
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.*

Charter School Fiscal Accountability Summary

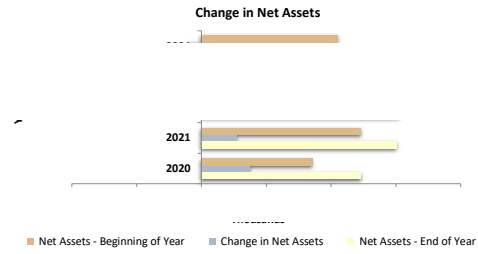
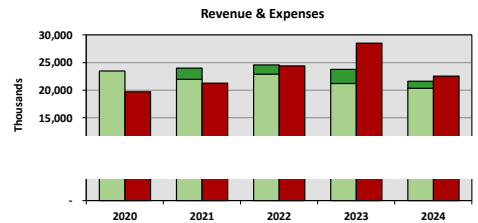
BROOKLYN LABORATORY CHARTER SCHOOL

	2019 20	2020 21	2021 22	2022 23	2023 24
Grades Served	6-11	6-12	6-12	6-12	6-12
Maximum Chartered Grades Served	6-12	6-12	6-12	6-12	6-12
Chartered Enrollment	607	710	770	770	770
Maximum Chartered Enrollment	770	770	770	770	770
Actual Enrollment	606	514	516	452	573

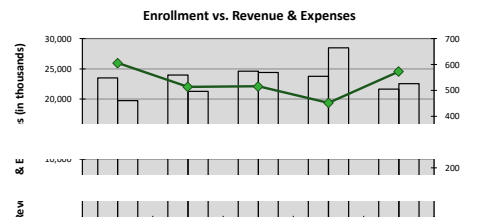
ASSETS					
Current Assets					
	11,703,212	13,843,860	4,441,925	861,042	5,010,470
	1,109,257	541,121	1,482,675	1,720,380	423,279
	356,352	135,493	59,092	116,952	119,209
	513,969	1,573,763	2,284,090	2,284,090	-
Total Current Assets	13,682,790	16,094,237	8,267,782	4,982,464	5,552,958
Non-Current Assets					
Property, Building and Equipment, net	6,351,135	5,539,951	4,877,621	4,464,782	3,509,369
Restricted Cash	200,283	200,362	200,417	200,457	200,496
Security Deposits	600,494	600,494	600,494	400,494	666,213
Other Non-Current Assets	1,865,208	1,315,524	4,568,180	24,543,266	15,642,364
Total Non-Current Assets	9,017,120	7,656,331	10,246,712	29,608,999	20,018,442
Total Assets	22,699,910	23,750,568	18,514,494	34,591,463	25,571,400
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	803,330	470,132	928,811	752,661	494,966
Accrued Payroll and Payroll Taxes	430,503	432,561	469,079	360,483	557,979
Due to Related Parties	111,098	158,520	390,259	155,900	-
Refundable Advances	20,381	-	561,969	-	-
Other Current Liabilities	1,361,915	2,957,408	76,321	6,657,950	7,234,343
Total Current Liabilities	2,727,227	4,018,621	2,426,439	7,926,994	8,287,288
Long-Term Liabilities					
	2,630,200	722,798	614,921	-	-
	5,024,757	3,951,154	200,000	16,117,125	8,926,995
	7,654,957	4,673,952	814,921	16,117,125	8,926,995
	10,382,184	8,692,573	3,241,360	24,044,119	17,214,283
NET ASSETS					
	10,317,726	12,887,624	15,273,134	10,547,344	8,357,117
	2,000,000	2,170,371	-	-	-
Total Net Assets	12,317,726	15,057,995	15,273,134	10,547,344	8,357,117
Total Liabilities and Net Assets	22,699,910	23,750,568	18,514,494	34,591,463	25,571,400



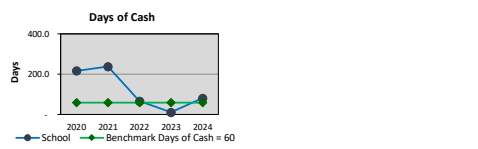
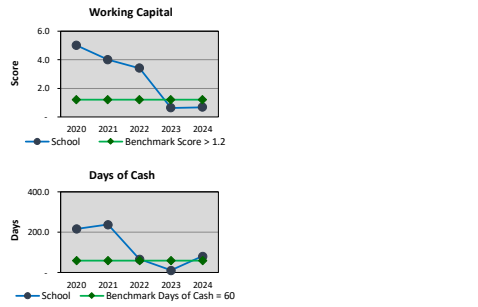
OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	12,442,333	15,743,206	15,474,202	11,300,844	12,805,108
State and Local Per Pupil Revenue - SPED	3,420,127	-	-	2,872,990	2,760,477
State and Local Per Pupil Facilities Revenue	3,879,238	3,699,345	3,701,469	3,392,642	3,853,612
Federal Grants	1,334,758	1,016,399	1,979,171	3,628,020	885,039
State and City Grants	46,376	23,442	61,439	52,974	52,549
Other Operating Income	2,365,423	1,496,300	1,669,247	-	-
Total Operating Revenue	23,488,255	21,978,692	22,885,528	21,247,470	20,356,785
STATEMENT OF ACTIVITIES					
	12,522,363	13,712,077	15,940,766	18,201,872	14,851,966
	4,908,716	4,811,910	5,610,772	6,967,696	4,985,470
	-	-	-	-	-
Total Program Services	17,431,079	18,523,987	21,551,538	25,169,568	19,837,436
Supporting Services					
	2,306,745	2,734,945	2,835,663	2,111,121	2,720,768
	-	-	-	1,223,252	-
	2,306,745	2,734,945	2,835,663	3,334,373	2,720,768
	19,737,824	21,258,932	24,387,201	28,503,941	22,558,204
	3,750,431	719,760	(1,501,673)	(7,256,471)	(2,201,419)
	-	19,538	-	211,329	69,242
	-	2,000,971	-	329,117	1,196,724
	-	-	-	-	-
	-	-	1,716,812	1,990,235	-
	-	2,020,509	1,716,812	2,530,681	1,265,966
	3,750,431	2,740,269	215,139	(4,725,790)	(935,453)
Net Assets - Beginning of Year	8,567,295	12,317,726	15,057,995	15,273,134	10,547,344
Net Assets - End of Year	12,317,726	15,057,995	15,273,134	10,547,344	9,611,891



REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
	38,759	42,760	44,352	47,008	35,527
	-	3,931	3,327	5,599	2,209
Total Revenue	38,759	46,691	47,679	52,607	37,736
Expenses - Per Pupil					
	28,764	36,039	41,767	55,685	34,620
	3,807	5,321	5,495	7,377	4,748
	32,571	41,360	47,262	63,062	39,369
	88.3%	87.1%	88.4%	88.3%	87.9%
	11.7%	12.9%	11.6%	11.7%	12.1%
	19.0%	12.9%	0.9%	16.6%	4.1%
	3.00	3.00	3.00	1.73	1.79
	Strong	Strong	Strong	Strong	Strong



WORKING CAPITAL					
	10,955,563	12,075,616	5,841,343	(2,944,530)	(2,734,330)
	5.0	4.0	3.4	0.6	0.7
	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.5	0.4	0.2	0.7	0.7
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Ratio should be equal to or less than 1.0					
CASH POSITION					
	216.4	237.7	66.5	11.0	81.1
	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	0.2	0.1	0.0	(0.2)	(0.0)
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard
Ratio should be equal to or greater than 0.0					



AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS