



New York State Education Department

2022-2023 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Collegiate Academy for Mathematics and Personal Awareness Charter School

Renewal Site Visit Date: December 14, 2022

Date of Final Draft Report: May 10, 2023

Date of Final Report: May 18, 2023

[Charter School Office](#)

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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

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

ATTACHMENT 4: 2022 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS (NO RESPONSES)

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Collegiate Academy for Mathematics and Personal Awareness Charter School
Board Chair	Ms. Joanne Challenger
District of location	NYC CSD 19 ⁱ
Opening Date	Fall 2016
Charter Terms	<ul style="list-style-type: none"> Initial Term: September 8, 2016 - June 30, 2021 First Renewal: July 1, 2021 - June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	Grades 6 - 8 / 120 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6 - 8 / 120 students
Comprehensive Management Service Provider	Center for Educational Innovation
Facilities	1962-84 Linden Boulevard in the East New York neighborhood of Brooklyn - Private Space
Mission Statement	<i>The Collegiate Academy for Mathematics and Personal Awareness Charter School (CAMPAC) will ensure that our students achieve academic success and engage in practices that lead to self-confidence and physical and mental health. Students will not only leave CAMPAC with a command of the skills necessary to perform at a high level in high school and college but will also develop the social tools required to thrive in our ever-changing global society.</i>
Key Design Elements	<ul style="list-style-type: none"> High School Level Mathematics in Middle School. Personal Awareness and Wellness. More instructional time. Peer tutoring by high school students. Co-planning instruction and co-teaching with high school in mind. SEL to Support Student Achievement. Partnering with the Community. Organizational Structure and Capacity.
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	Amend its organizational chart to reflect significant changes beginning in the current 2022-2023 school year.

Noteworthy: Collegiate Academy for Mathematics and Personal Awareness Charter School (CAMPAC CS) is known for embracing their students and creating the family experience. It's an environment where students feel safe, have the sense of belonging, and find it to be a place of learning. The school prepares their students to successfully take the Regent's Algebra I exam by 8th grade, rather than the more typical first attempt at the exam in 9th grade. This is an example of the rigorous academic program the school employs.

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

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

Renewal Outcomes

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

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023
Grade Configuration	Grades 6-8	Grade 6-8
Total Approved Enrollment	110	120

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

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
Grade Configuration	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6-8
Total Proposed Enrollment	120	120	120	120	120

METHODOLOGY

A one-day remote renewal site visit was conducted at CAMPA CS on December 14, 2022. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted six classroom observations in Grades 6-8. The observations were approximately 20 minutes in length and conducted jointly with Principal George Leonard. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

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

- **Current 2022-2023 organizational chart;**
- **A 2022-2023 master school schedule;**

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

- Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process
- Narrative describing the process used to evaluate school leadership;
- Narrative describing the process school leadership uses to evaluate teachers;
- 2022 CSO Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students
- Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;
- NYSED Attachment 1: 2022 NYSED Charter School Information Dashboard;
- NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;
- Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;
- Admissions and Waitlist information;
- 2021-2022 Faculty/Staff Roster;
- Fingerprint Clearance Certificates for all instructional and non-instructional staff;
- School-submitted Annual Reports during current charter term;
- School's 2022 Self-Evaluation Tool;
- Prior CSO monitoring reports (check-in, midterm, renewals);
- School's SY 2022-2023 renewal application;
- School's 2022 Notices of Deficiency/Concern;
- Any supplementary evidence or data submitted to NYSED by the school;
- Board of Trustees Training: School By-Laws and NYS Performance Framework;
- CAMPA-CEI Annual Service 2020-2021 Evaluation;
- CEI Report to CAMPA Trustees; and
- Agenda: CEI and CAMPA In 2022-2023

BENCHMARK ANALYSIS

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

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

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

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

For the site visit conducted on December 14, 2022 at CAMPA CS see the following Performance Framework benchmark ratings and narrative.

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

2019 Performance Benchmark		Level
Educational Success	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.	Meets
	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.	Falls Far Below
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

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

Summary of Findings

- CAMPA is in year seven of operation and serves students in Grades 6-8. During its charter term, the school is rated in the following manner; Meets nine benchmarks, and Falls Far Below in one benchmark. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:**
 - CAMPA has many strengths as a school community. It is one of a family structure, the teachers care for their students and is evident in the way they interact with the families to provide the support to ensure the needs of the whole child are met. All of the staff is aware of the needs of the students.
 - Data is largely used to meet those needs, both academically and socially. Data driven instruction helps administration, teachers, and counselors to provide the instruction to their students where students are accelerating and progressing in passing not only their courses but having the opportunity to take and pass Regents Exams. By doing this, CAMPA students are ahead of their peers when entering 9th grade and having access to the Regents' exams.
 - Teachers are able to provide this level of instruction due to their strong and structured professional learning community meeting weekly and having conversation around student data.
 - Additionally, the social-emotional temperature of the school is truly exemplary in the support provided to students. CAMPA prepares students for life beyond the classrooms, by practicing strategies to improve their physical and mental health.
 - As affirmed through focus groups and surveys, stakeholders are committed to a shared mission of providing a rigorous academic program, paired with social-emotional and health and wellness supports, at CAMPA CS. Leadership, teachers, parents, and students described CAMPA CS as a family- one that goes above and beyond to support students' success.
- **Summary of Areas in Need of Improvement:**
 - CAMPA consistently addresses its enrollment as it continues to be a focus in the school's plan to for recruitment and retention. The board, school leadership, and CAMPA's partner, Center for Educational Innovation (CEI) have aligned their efforts to continue to expand the enrollment with SWD, ELL, and ED students. Many strategies, including public meetings, open-house session geared towards parents and families, continued outreach to community-based organizations, advertisement in local newspapers, and cultivating relationships with organization that serve recent immigrants. CAMPA's efforts to increase and expand are ongoing.
 - Financial condition is another area in need of improvement. This area of need of improvement goes hand in hand with the concerns with enrollment. The fiscal health of the school is dependent on meeting enrollment targets. Another challenge that is precedent on the enrollment and financial condition is the need for a new facility. This move will allow CAMPA to increase enrollment, and ultimately create a positive financial condition for the school.

Benchmark 1: Student Performance

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

Finding: Meets

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to a significant improvement in academic indicators for all students and subgroups.

The school's performance on the 2022 NYSTP 3-8 Assessments in ELA was +26 percentage points above their district of location (DOL), NYC CSD 19, and +9 percentage points above NYS. Performance on the math assessments was +50 percentage points above the DOL and +30 percentage points above NYS. One hundred percent of CAMPA's students who took the Algebra I and Living Environment 2021-2022 Regents exams scored at level 3, 4, or 5 (proficient). Of those who took the Algebra I exam, 96 percent scored at levels 4 and 5.

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

Element

Indicators

1. Curriculum

- 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. In ELA, focus is on reading, writing speaking, listening and grammar concepts across the content areas to ensure that students increase comprehension, build new knowledge, and think critically about historical and current events. Mathematics is part of CAMPA's mission where students' have a lifelong passion for the subject and it is continued in high school and college. Science and Social Studies are project-based learning approach where students have the opportunity to investigate and work collaboratively to develop projects. The skills that are taught and learn are 21st century skills which will be carried on as the students continues in their learning.
- Part of CAMPA's mission is promoting practices that lead to students' personal awareness, self-confidence and mental health. CAMPA has a comprehensive SEL curriculum which also integrates SEL and ELA. Students are able to embed the tools of reading and writing when exploring conflict, feelings, and problem solving. Through the Resolving Conflict Creatively Program (RCCP), teachers are also receiving training and coaching on student conflict resolution and are supported in providing regular instruction for their students based on K-12 curricula.
- d. The curriculum is systematically reviewed and revised as it aligns to NYSLs and meet the needs of the students.

*Element**Indicators*

2. <i>Instruction</i>	<p>a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p> <p>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.</p>
3. <i>Assessment and Program Evaluation</i>	<p>a. The school uses a system of formative, diagnostic, and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>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.</p> <p>d. The school uses multiple measures to assess student progress toward State learning standards.</p>
4. <i>Supports for Diverse Learners</i>	<p>a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.</p> <p>b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language learners/multi-lingual learners; and economically disadvantaged students.</p> <p>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.</p>

Academic Program for Middle School:

- Middle School:**

Direct Instruction: The majority of CAMPA's incoming students enter the school with deficits in foundational content knowledge. Through direct instruction, teachers facilitate student constructivism through higher order questioning techniques in Bloom's Taxonomy. Students think critically and build conceptual understanding by connecting previous knowledge to new materials. The scholastic model allows for more instructional time during Math and ELA courses for all students.

Project-Based Learning: An interdisciplinary approach, project-based learning releases the responsibility of learning from the teacher and gradually shifts it to the student as the student becomes an 'expert' on his or her researched topics. The end results of a given project, or student work, demonstrates a 'transfer of knowledge.' Peer-tutorial sessions are a huge component of the project-based learning approach.

Saturday Academy: CAMPA runs a Saturday Academy, for three hours every Saturday, beginning in the third week of September and conducted every Saturday that does not precede a holiday or school break until the Regents exams. CAMPA was designed to support the needs of all students and address the individual needs of low performers. Instruction is delivered by CAMPA core subject teachers, CAMPA graduates, college students and academically high-performing CAMPA peer tutors.

Tutoring: CAMPA has dedicated on average 325 minutes per week to individual and small group instruction during the daily Math Recitation course. These periods are delivered by CAMPA core subject teachers, the special education coordinator, special education and ELL coordinator, college students and peer tutors.

Advisory: Five days a week, CAMPA students have Advisory at the beginning and end of the school day. Guided and supported by the School Counselor, teachers deliver advisory aspects of the social-emotional curriculum during daily homeroom, infusing ELA instruction with SEL. Advisory provides a safe non-invasive environment for students to practice speaking and listening in an intimate setting.

Academic Program for Students with Disabilities and English language learners (ELLs):

- **SWDs:** CAMPA CS employs a special education coordinator who provides push-in and pull-out special education teacher support services (SETSS). The school also offers an Integrated Co-Teaching (ICT) class at each grade level.
 - CAMPA CS works with the New York City Department of Education to provide speech and occupational therapy services.
- **ELLs:** CAMPA CS employs a Spanish/ENL teacher who incorporates language literacy strategies during Spanish class and provides direct ELL support during Saturday recitation. The introduction of this Saturday recitation serves as supplemental support and does not replace the use of the pull-out time during the weekday.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

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

- **Indicator a:** CAMPA CS utilizes *EngageNY* curricular modules in ELA and math to support a balanced literacy approach, real-world connections, and critical thinking and problem solving. For science, CAMPA CS also uses *EngageNY* as well as The Living Environment curriculum from the NYS Education Department to support preparation for the aligned Regents exam. In social studies, CAMPA CS draws on *EngageNY* and *Prentice Hall* texts to support an inter-disciplinary, project-based approach to global studies and geography and U.S. history and government. While physical education/health and Spanish are offered in addition to the core content classes, CAMPA CS did not offer art or music to its students during remote learning.
- **Indicator b:** The benefit of a small school setting has allowed for teachers to teach the same subjects across all grades. Every teacher teaches grades 6, 7, and 8. Due to this, the teacher is able to be aligned to the curriculum and meet the needs of students horizontally across grade levels as well as vertically between grades. The teachers are also able to support students in interdisciplinary conversations. Students feels comfortable sharing topics of discussion from one class to another,

where a math teacher may be able to shed light on a tax lesson that began in social studies. Teachers are open to spending time within their prospective classes to ensure a complete understanding of topics. CAMPA CS teachers submit unit plans in advance of each semester and lesson plans two weeks in advance for review and feedback by the principal and director of operation. School Leadership indicated that systems and structures are in place for ongoing assessment of grade level and content area peer review of lesson plans. Assessment of strategies are there to push critical thinking to build conceptual understanding and are embedded into observation protocols.

- **Indicator c:** Time is given to teachers during professional development session to collaborate with each other. In addition, teachers collaborate with each other informally, where teachers send their lesson plans to the SWD teacher for feedback and to embed strategies to help in their classroom instruction. A practice that is in place is teachers email lesson plans on a weekly basis to the support teacher who shares strategies. As described in both the school leadership and teacher focus groups, teachers regularly revise curricula based on student assessment and understanding. Furthermore, the same teacher teaches a particular content area across all student sections and grades, which supports alignment.
- **Indicator d:** Since data is very relevant at CAMPA, all teachers have access to data and google classroom to ensure the support is fluid and flexible. During related services, students are also being supported with what is being taught in their classroom instruction, there is an alignment of the work even though students may be pulled out, at times, for individualized support. The renewal application narrative describes utilizing both *Understanding by Design* and *Differentiated Instruction* in curricular design and lesson plan development; however, most lesson plans that the CSO SV team reviewed did not contain modification and accommodation information. School leadership, teacher, student, and parent focus groups confirmed that differentiation is supported through co-teaching, recitation classes, peer tutoring, weekend small group support, anchor charts, and other tactile aids.
- **Indicator e:** As described in the renewal application narrative and school leadership focus group, time is utilized during teacher orientation for curricula mapping and unit planning with monthly principal and teacher meetings utilized thereafter to review student assessment data and make unit plan and curricular adjustments.

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

- **Indicator a:** The renewal application narrative describes high-quality instruction as use of direct instruction to model conceptual understanding and explanation with a gradual transition to student ownership through higher order questioning and project-based learning. The school leadership focus group affirmed this description, while also emphasizing the importance of assessment for lesson mastery to inform future lessons. Across remote observations, while CSO team members observed teacher modeling and student questioning, a deeper, more conceptual approach to direct instruction and effective questioning and engagement techniques that involve the full class, including less-participatory students, were observed less often. Furthermore, end of lesson exit tickets or assessments were rarely observed.
- **Indicator b:** As described in the school leadership and teacher focus groups, student engagement is fostered through higher order questioning, calling on and checking in with students who are less participatory, and small group work, predominantly in

ELA during remote learning. During observed remote lessons, while student questioning, including some cold calling, was used, the strategy typically did not reach higher levels of Bloom's Taxonomy (more recall) and did not promote class participation and voice across a majority of students.

- **Indicator c:** School uses data and data conversations to allow for teachers to have an understanding of what the needs of the students are and how to differentiate instruction for each student. So first, the school assess the students both academically and socially. From there, after analyzing the data during their Monday professional learning, the teachers are able to meet the students where they are. Students feel the sense of belong and safe in taking risks in the environment where the teachers focus on the students and bring out their best abilities. A very important practice is CAMPA ensures all students are fed prior to their learning day. Their focus is students, their studies, their awareness and their moral code.
- **Indicator d:** Professional development is part of the structured schedule where teachers are given time on Mondays to share and collaborate on best practices. This time is spent on learning, looking at students work, data is a used to guide conversations and help In improving students' success, including sub-groups. Benchmarks are in place though cycles of learning and data conversations are scheduled during Monday meeting to address student needs. In conversation with the teachers, they are very aware of the needs of students and how to support them. The school's data is evidence of the work being done on that level.

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

- **Indicator a:** CAMPA CS utilizes a mix of diagnostic, formative, interim, and summative assessments to inform professional development for staff and re-teaching for students, including Summer Bridge assessments, daily quizzes or exit tickets, NYS practice tests, interim and end of unit assessments, and NYS exams. While daily exit tickets were rarely observed across remote observations, during the school leadership focus group, school leaders confirmed that benchmark tests and mock Regent's exams are still occurring during remote learning.
- **Indicator b:** The renewal application narrative describes how teachers review available assessment data during monthly professional developments to inform differentiation, remediation, student groupings, concepts for re-teaching, and standards for student-level intervention.
- **Indicator c:** As described in the renewal application narrative and school leadership focus group, the principal uses assessment data to tailor teacher feedback and supports and assess efficacy of professional development.
- **Indicator d:** Students are assessed at the end of each lesson, quizzes and test for the units. The curriculum is aligned to the state learning standards. Instruction is modified and adjusted to address students' need and learning after teacher reviews the exit tickets provided to students at the end of each lesson. Students also receive Regents prep and are assessed and provided intervention as needed.

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

- **Indicator a:** For students struggling academically, CAMPA CS provides individual and small group tutoring through daily recitation class, peer mentoring, as well as weekend recitation opportunities. To meet the needs of SWDs, CAMPA CS employs a special education coordinator and full-time counselor, offers an ICT class at each

grade level, and push-in and pull-out SETSS. While school leadership and staff emphasized implementing a program that best supports each SWD's individual success during focus groups, the CSO SV team noted instances of misalignment between provided Individualized Education Programs (IEPs) and observed classes and programs currently available. English as a Second Language instruction was not clearly and consistently described across focus groups with leadership and staff citing different days for small group, direct ELL instruction and how English language acquisition is supported. For example, the ESL teacher placed significant focus on the instruction and services delivered on Saturdays. School Leadership acknowledged the meaningfulness of Saturday instruction to ELL students and their families during COVID; however, Saturday instruction does not supplant the daily instruction and services provided to ELL students during the weekday. The NYCDoE Committee on Special Education reports a positive relationship with CAMPA CS. The school generally submits teacher reports to the CSE early enough so the CSE can review and properly prepare for IEP meetings. Last school year, the school submitted Appendix B forms to the CSEs in a timely manner. The school uses an ICT model in which a special education teacher floats between classes to work with students within their classrooms. The school also has a counselor who provides both mandated and at-risk supports to students with social-emotional needs. Last school year, some students also had behavior intervention plans in place, and special education staff was working with other school personnel to ensure they were implemented appropriately. The CSE works with the school staff members who have substantive knowledge of specially designed instruction and discuss with the CSE the academic strategies and interventions in place at the school. Students with disabilities and ELLs are identified and receive the support as per the approved identification process. Communication with parents flows seamlessly where fliers and messages are sent out, parents have access to google classrooms. ENL parent communications are translated. Students are provided translated notes and also given the opportunity to take exams in their language. Students with disabilities are supported in the classrooms, receiving accommodations as per their IEPs, as well as having support from their teachers with SWD license. There are also resources provided to students to meet their needs.

- **Indicator b:** According to the renewal application narrative and teacher focus group, assessment data are tracked at the student-level to identify which students should receive additional support during recitation and how to assign peer mentors. Furthermore, according to the student support team and teacher focus groups, the special education coordinator regularly collaborates with teachers.
- **Indicator c:** The school monitors the progress of individual students. In focus groups, instructional leaders and teachers described how school leaders and teachers regularly meet, at least weekly, to discuss the performance and progress of individual students. In focus groups, staff members indicated that some of the meetings, especially among teachers, occur in an ad hoc manner.

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

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

Finding: Meets

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

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

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttendanceAbsenceandDayCalRptGuiderev3.6.18.pdf.

<i>Element</i>	<i>Indicators</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 educational program. The school has a McKinney-Vento Coordinator that staff can identify.</p>

Summative Evidence for Benchmark 3:

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

Collegiate Academy for Mathematics and Personal Awareness CS	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	90	88	98%	50%	48
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A	N/A
Teacher Survey	6	5	83%	80%	3

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

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

Collegiate Academy for Mathematics and Personal Awareness Charter School		Response Rate	Survey Population	Total Responses
Parent	Does not meet 90% or 95% Confidence	0%	120	0
Student	Not Applicable	.	0	.
Teacher	Does not meet 90% or 95% Confidence	0%	6	0

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

The response rates for the 2021 parent and teacher surveys exceeded the target rates and the results should be considered dependable. The school did not administer the 2022 CSO surveys.

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

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

- **Indicator a:** Attendance is vital to a student's success and academic progress. Procedures are in place for school personnel to outreach, intervene and support students who exhibit attendance problems. In case of truancy, CAMPA staff meets with student and parent in order to determine the need for supports and appropriate course of action. There is an Academic Intervention Services (AIS) Committee comprised of principal, director of operations, school counselor, special education coordinator, and dean of students/parent coordinator. The AIS Committee communicates with parents, have parent meetings, review data and involves teachers in the resolution to ensure all students are able to fully engage and access the educational program.
- **Indicator b:** There is a process in place to address out-of-school suspension which is led by the principal. CAMPA follows the Student Discipline Policy and Code of Conduct when making decisions on out-of-school suspension and planning for alternative instruction. Data gathering, mandated reporting to the state and parent communications are all part of the procedures. There is a family meeting for re-entry after out-of-school suspension and a monitoring plan in place to curb the continuous behavior, but more so, to provide the support to students, if determined that support is needed.
- **Indicator c:** CAMPA uses the NYCDoE School Survey to measure and evaluate school climate and culture. Data collected around student abidance of the code of conduct is an indication of the school's learning environment.

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

- **Indicator a:** There is a behavior intervention form used for documentation and share method of support. In addition to parent outreach, an intervention plan is put in place and is shared with teachers to apply methods in the classroom, allowing for social-emotional well-being of students. Due to the open relationship that students have with their teachers, at times, they share what may be going on with their friends and ask for support from the teachers. This speaks of the social-emotional culture of the school and how students are open about sharing their feelings. During Monday assembly, students are able to share or reach out via the drop box provided by the school counselor.
- **Indicator b:** CAMPA is committed to a nurturing school culture that promotes positive interpersonal and intergroup relations and respect for diversity among students and between students and staff providing all students with a supportive and safe environment in which to grow and thrive academically and socially. It is a school's responsibility to address these concerns of hostile environment, if it arises. There are systems in place allowing for learning to happen and generally free from disruption.
- **Indicator c:** Communication with parents is very open. There are phone and email communications, school website, family/teacher conferences and ongoing clear and consistent communication. Parents are invited to attend a bi-monthly community meetings, which are held via zoom to maximize participation. Systems such as Parent Square and Jupiter Ed are tools used for sharing students' academic progress and social events.

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

- **Indicator a:** Parents are involved in their students learning and have a open relationship with teachers. Teachers reach out to share students' progress. Parent conference is also a venue in place to address how students are doing academically and socially. Progress reports are shared on an interim basis with families.
- **Indicator b:** Communication with parents is open. Parents are involved in all of the events in the school. There is a high level of trust with parents. School uses the parent portal (Jupiter) to share academic information and there is parent square software to connect with parent on real time via phone call, text or email. There are phone and email communications, school website, family/teacher conferences and ongoing clear and consistent communication. Parents are invited to attend a bi-monthly community meetings, which are held via zoom to maximize participation.
- **Indicator c:** CAMPA formally gauges family and student satisfaction through the use of the NYCDoE Survey. There are also the conversations with parents during the bi-monthly meetings and parent teacher conferences. Family events and informal settings allows for data to be gathered regarding parent satisfaction.
- **Indicator d:** There is a formal policy and systemic process for responding to family or community concerns that are detailed in the CAMPA Family Handbook. Parents are required to sign as acknowledgment of receipt. The process is also detailed on School's website.
- **Indicator e:** There are a few different forums when sharing academic data and promote transparency and accountability across the school community which are bi-monthly community meetings, Saturday academy where parents are also invites and monthly board meetings. There is also a formal report that can be access on the NYSED's website on an annual basis.

- **Indicator f:** CAMPA shares the NYS Exam participation rate through the NYSED’s website where interested parties can access NYSED’s Annual Report.

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

- **Indicator a:** CAMPA At-Risk Counseling Program is an essential and integral part of the school’s overall education process. The program is designed to address the academic, career and social/emotional development of all students, providing strategies to enhance students’ academic performance, provide career awareness, encourage personal/self-awareness, foster interpersonal communication skills and impact life success skills to students. Additionally, New York Psychotherapy, mental health partner, offers free online and in-person counseling and social-emotional support to both students and parents.
- **Indicator b:** Needs assessment survey is sent out to parents, asking what their needs are and how can the school meet those needs. There is open communication with the parents and resources shared with them. Priority is given with busing, breakfast, Metrocards, supplies, clothing, and holiday items. A summer bridge program is in place, where teachers work with students to develop SEL goals, aligned with CAMPA’s personal awareness design element. Continued relationships are developed throughout the school year with peer tutors. Real time data is collected to support the intervention and tiered academic and behavioral needs of students.
- **Indicator c:** AIS team reviews and analyzes data which enables CAMPA to modify intervention and programs based on student needs. School detention is in place, and it is a way to minimize suspensions to keep consistency in learning.
- **Indicator d:** CAMPA partners with Tomorrow’s Leaders to provide professional development to staff so that they can better support students.
- **Indicator e:** CAMPA mission and commitment is to enroll and retain homeless children and provide the supports of transportation, immunization, hotspots, school supplies and any other needed academic equipment. Families are also referred to the homeless liaison.

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 improved from an Approaches to a Meets due to an improvement in the Composite Score.

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 <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

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

Financial Condition

Collegiate Academy for Mathematics and Personal Awareness Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Collegiate Academy for Mathematics and Personal Awareness Charter School's 2021-2022 composite score is 2.06.

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

<i>Year</i>	<i>Composite Score</i>
2017-2018	0.14
2018-2019	0.01
2019-2020	1.62
2020-2021	1.50
2021-2022	2.06

Benchmark 5: Financial Management

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

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

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

1. The school has 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 Collegiate Academy for Mathematics and Personal Awareness Charter School's 2021-2022 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

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

Finding: 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 been positive as it improved from an Approaches to a Meets due to improvement in areas such as the BoT minutes, BoT reporting, services provided by the Center for Educational Innovation (CEI), the Finance Committee focus and effectiveness, BoT using data to set goals aligned to the school's mission, ongoing professional development with CEI, and having ongoing committees.

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

- **Indicator a:** The board is aware of the progress of CAMPA. Principal reports out to the board to share the data of student progress. The Board also has a self-evaluation process as part of their

retreat and they have made adjustment based on their noticing of the evaluation, improved minutes are taken, and they have also improved in their reporting. Through the partnership with CEI, an essential partner, services are provided to meet the academic based learning, students with disabilities, teacher evaluations, interdisciplinary lesson planning and support with curriculum.

- **Indicator c:** There is a Finance Committee who is working to look for greater growth as it can better support and meet the needs of students. Finance has greatly improved. Internal controls are seamless, and invoices are electronic. The board is working directly to support the day-to-day work, in their reporting efforts. There are monthly meetings with CSBN and Finance Committee and CSBN evaluated the board's audit.
- **Indicator d:** Through the use of data, shared by administration, the board is able to engage in setting priorities and goals that are aligned to the school's mission and charter. The data has shown that students are graduating in the 8th grade and shows 100 percent passing of the Regents' exams. They allocate the resources and supporting in the recruitment and community event efforts of the school.
- **Indicator f:** The board is also provided with professional development through their partnership with Center for Educational Innovation (CEI). This is an ongoing process, which also includes a retreat. Financial professionals are provided to ensure all board members are comfortable in the financial area and have ongoing conversations around this topic. There are pre reads for the regular committee meetings. As the board matures, questions get deeper and deeper based on the level of understanding. There is also Charter School professional development provided to the board for the past two years
- **Indicator g:** There are nine members on the board, looking for other members to meet some of the needs of the charter. All committees are active, education, compliance, finance, nomination and recruitments, and facilities. The focus of the Compliance Committee is to address outstanding citations, reporting efforts and how to improve the charter. The education committee has supported in breaking up classes into smaller groups, tutors in the classrooms, Saturday academy as an extension of the daily and after school programs. In order to support the community, brothers and sisters are invited to the academy. Interdisciplinary approach where the curriculum is reinforced in all classrooms. Leadership is taught, students are encouraged to take trips as learning is not only in the classroom setting, exposing students to other ways of learning.

Benchmark 7: Organizational Capacity

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none">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.b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.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.d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. <i>Professional Climate</i>	<ul style="list-style-type: none">a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.d. The school has established procedures for effective collaboration among teachers.e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
3. <i>Contractual Relationships (if applicable)</i>	<ul style="list-style-type: none">a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.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 been consistent as a Meets.

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

- **Indicator a:** CAMPA has effective leaders who are dedicated to their school community. They provide the support that teachers need in order to support and meet the needs of the students of CAMPA. Students are given every opportunity for their academic growth and building their personal awareness through the social and emotional curriculum and learning. Students are set to graduate in a better place than when they enter the school as 6th graders. Parents are given the forum and voice when meeting with leadership twice a month. It allows them to share their concerns which helps leadership to be able to hear and address said concerns.
- **Indicator b:** There are several avenues for communications across the school. In previous focus groups, school leaders and teachers reported that communications primarily occur through one-on-one meetings, weekly staff meetings and digital group chats and that these communication methods are sufficient for a small school of 111 students. In the 2021 CSO Teacher Survey (5 of 6 expected responses for a response rate of 83 percent), 100 percent of teachers agree that the school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.
- **Indicator c:** The school has experienced high teacher turnover. In previous focus groups, school leaders and teachers reported that four of the seven general education teachers are new to the school this academic year and that some of those teachers joined the school during the school year. School leaders indicated that two teachers did not return due to the COVID-19 pandemic-related requirements of teachers. Partly as a result, two of CAMPA's teachers are new to teaching and one is a second-year teacher. With CAMPA CS highly dependent on individual relationships and school leaders providing significant and individualized support to and training of teachers, such significant turnover can significantly impede the progress of the school and its students.
- **Indicator d:** The benchmarks are aligned to the State's benchmarks. There are teacher-made assessments that are administered to students every 2 weeks as well as quizzes and exit tickets, to gather information on students' learning. Teacher teams meet to analyze the data, looking for successes and concerns. A plan is put in place and continued monitoring of students' performance takes place in real time. Administrators are very involved in this process and would model for the teachers, when necessary.

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

- **Indicator a:** Roles of staff members are clear. In the 2021 CSO Teacher Survey, 100 percent of teachers agree that the roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.
- **Indicator b:** Professional learning is scheduled and takes place every Monday. There is a dashboard available to all where the benchmark assessments, aligned with the state's math and Ela, are housed. Data is used to figure out where students are in their learning and to be addressed within the teacher's team meetings and in the classrooms.
- **Indicator c:** The school appears to be sufficiently staffed. The school has a director of operations and other office support personnel. In the 2021 CSO Teacher Survey, 100 percent of teachers agree that the school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.
- **Indicator d:** Teachers collaborate despite limited formal structures to support that collaboration. In focus groups, teachers reported that they collaborate with their peers, in part through digital group chats; however, there is no regularly scheduled time designated exclusively for teacher collaboration.

- **Indicator e:** The school has a teacher evaluation process. In focus groups, school leaders reported that they utilize the *Danielson Framework* to formally evaluate teachers. In the 2021 CSO Teacher Survey, 100 percent of teachers agree that the school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.
 - **Indicator f:** The school solicits teacher feedback. School leaders solicit teacher feedback through regular group and one-on-one meetings as well as through digital group chats. In the 2021 CSO Teacher Survey, 100 percent of teachers agree that the school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
3. Element: ***Contractual Relationships***:
- **Indicator a:** School has a partnership with CEI for professional learning. CEI provides a consultant to support the administrators and teachers in students' performance and growth. CEI is tasked with providing support for academic based learning for all, including SWDs and ELLs, art curriculum, and interdisciplinary lesson planning. They also support the teachers in their professional learning.
 - **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 been consistent as a Meets.

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

- **Indicator a:** School stakeholders share a common understanding of the mission. In previous focus groups, board members and school leaders reported that the school promotes college readiness and were able to describe in detail how the school provides emotional support to students and promotes personal awareness. Teachers reported in a focus group that the school provides a nurturing environment for its students. In the 2021 CSO Parent Survey (88 of 90 expected responses for a 98 percent response rate), 100 percent of parent respondents feel that the school is fulfilling its mission.
- **Indicator b:** The school implements most of its key design elements.
 - The school promotes high school level math through encouraging taking, and passing, Regent's math examinations.
 - Though the school does not use the social-emotional learning programs developed by Morningside Center, the school incorporates social-emotional learning supports in health class and through the Tomorrow's Leaders NYC program.
 - The school provides 200 instructional days per year.
 - High school students tutor students on some Saturdays.
 - Teachers partner with content area specialists in math and ELA; however, these are not full-time staff members that enable co-teaching in classrooms.
 - The school partners with the community through bi-monthly weekend events to which the entire community is invited.
 - The organizational structure and operations team enables instructional leaders to focus primarily on instructional support.

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: Falls Far Below

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as a Falls Far Below due to the school's pattern of failing to enroll subgroups comparable to its DoL and failing to meet its contracted overall enrollment. This pattern began in the school's prior charter term (initial) and has continued in its current charter term.

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

- **Indicator a:** Overall, ELL, and ED student retention is comparable to the DoL. Currently, 2021-2022, the school is +2 percentage points above the DoL for overall retention; +16 for ELLs; and -2 for ED students.

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

- **Indicator a:** The school continues to fail to enroll subgroups to a comparable level to the DoL. Currently, 2021-2022, the school is -5 percentage points below the DoL for SWDs; -18 for ELLs;

and -14 for ED students. The school's retention of SWDs is below the DoL by -10 percentage points. As was the case in the school's prior charter term, overall enrollment has continued to be a significant concern in this charter term. Whereas the school was significantly under-enrolled in its prior term (ranging from 23% to 46%, well below the 85% threshold), the school exceeded its contracted enrollment in 2021-2022, at 109 percent. This is a concern as the school is not to exceed 100% of its contracted enrollment.

- **Indicator b:** CAMPA has implemented ongoing recruitment strategies to attract and retain all students. Students from migrant families were welcomed and enrolled into the school. CAMPA continues conversations on enrollment, with a 30-60-90-day plan, with advertising opportunities, and having conversation about rejoining the NYC Charter Center in order to create a pipeline to CAMPA.
 - **SWD:** CAMPA has traditionally enrolled comparable numbers of students with disabilities as our physical district. CAMPA's aim has been directed at enrolling students who haven't traditionally performed well academically and establishing them as scholars. The school continues to implement strategies to attract and interest special needs students and their families. These efforts have included meetings with community-based organizations, and elementary schools that service a comparable special education population. Public meetings are held at local recreation centers, open-house sessions at our school location geared towards parents and families of special education students and continued outreach to community-based organizations.
 - **ELL:** The strategies used in recruiting ELL students at a rate comparable to or greater than the number enrolled in CSD 19 schools are:
 1. All recruitment and application materials are printed in both English and Spanish;
 2. CAMPA advertises in local newspapers, including non-English newspapers;
 3. CAMPA has reached out to the Citywide Council on English Language Learners (CCELL) to share ideas and resources for recruitment;
 4. CAMPA has cultivated relationships with organizations that serve recent immigrants;
 5. CAMPA staff conducts outreach to ELL coordinators and teachers of CSD19 elementary schools;
 6. CAMPA staff conducts outreach to ELL coordinators and teachers of CSD 19 elementary schools; and
 7. CAMPA has made available to parents and families of ELL students all marketing and outreach materials in the family's native language.
 - **ED:** CAMPA is in a school district of largely economically disadvantaged students. To recruit students from within the community, information sessions are held, school visits and open houses, announcements and presentations at meetings of the Community Board. Outreach efforts include publicizing flyers and articles in printed newspapers, advertisements, social media, and through community organizations.
- **Indicator c:** CAMPA's Board of Trustees, and the Recruitment and Enrollment Committee in particular, monitors the school's recruitment, enrollment and retention data against manually established goals and benchmarks at each monthly meeting. CAMPA continues to invest in CEI's street recruitment efforts that focus on meeting parents, gathering their contact information, inputting it into SchoolMint, and then engaging them with through multiple points of connection, including open houses and tours whilst school is in session, including during summer school, as

the application process is started through full enrollment. With limited middle school options in NYC CSD 19, CAMPA believes there is an advantage in being one of the only small, community middle schools that will lead to the school attracting and enrolling students comparable to the district for SWDs, ELLs and ED students.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Legal Compliance	<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 been positive as the school improved from an Approaches to a Meets due to improvement in financial systems which includes the creation of a finance committee, continuous governance training to the board, and improved internal controls,

8. Element: **Legal Compliance:**

- **Indicator a:** The Board financial systems are in place and have greatly improved. A finance committee was created to ensure the accuracy and timeliness of reporting. The Board informs the allocation of funds to the continued progress and stability of CAMPA. Charter School Business Management is working directly to support the day-to-day work and reporting efforts. Monthly meetings help in systemizing the reporting and management of the Board, committee meeting minutes are taken supporting the monthly reporting process. Over the course of the charter term,

CEI provided continuous governance training to the board and school leadership. In 2021-22, CEI led two trainings, which then focused on putting training into practice beginning March 2022. The training focused on meeting the provisions of the charter and the benchmarks noted for improvement as discussed with NYSED during an all-board call. Beginning March 2022, the board began to consistently practice clearly documenting the work of governance best practices, including the creation of pre-reads, committee meeting minutes and board meeting agendas. A check of the school's staff in 2020-2021 revealed that school officials violated fingerprinting and clearance requirements for staff, a serious safety violation. As per Benchmark 9, in 2021-2022, the school was at 109 percent of its contracted enrollment. This is a concern as the school is not to exceed 100% of its contracted enrollment.

- **Indicator b:** Due to the systems that were put in place, the internal controls are seamless. Invoices are electronic and systemized which allows for the timeliness of the reporting. The school has repaid all amounts owed.
- **Indicator c:** NYSED has issued a Notice of Deficiency to CAMPA during the prior charter term, which is fully remediated during this current charter term. Specific goals were cited and shown to now be in place at CAMPA. The internal controls are seamless where invoices are electronic and systemized and all banking and ATM withdrawal transaction policies and procedures are in place. Record keeping and documentation process for SED State Grant and other revenues are strengthened. The new inventory control process has been implemented to safeguard school's assets. In addition, employees' payroll, documentation and records keeping of personnel files have improved.
- **Indicator c:** Historically, challenges in recruiting experienced teachers given CAMPA's salary due to past fiscal constraints has been at the root cause of uncertified teachers on staff. Improvements in the last year include the director of operations and principal supporting teachers in returning to school through CEI's development of a relationship with Grand Canyon University which has offered free teacher certification, and the NYC Charter Center successfully supporting CAMPA teachers who have sought reciprocity.
- **Indicator d:** The school has not sought Board of Regents and/or the NYSED Charter School Office approval for all material and non-material revisions. For example, the school has revised its mission statement, Key Design Elements, and organizational chart without approval.
- **Indicator e:** The school revised their contracted enrollment during their last renewal. However, whereas the school was significantly under-enrolled in the prior term, they were over-enrolled for the 2021-2022 school year. The school is not to have more than 100% of contracted enrollment.
- **Indicator f:** The school seeks guidance from its CMO and legal counsel as it deems necessary. On 1/30/23 the CSO emailed CAMPA a letter that it received from Advocates for Children regarding the school's discipline policy. We encouraged the school to discuss these comments with its counsel and submit a revision request in accordance with our Revision Guidelines as soon as possible, if advised to do so.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

COLLEGIATE ACADEMY FOR MATHEMATICS AND PERSONAL
AWARENESS CHARTER SCHOOL

BEDS Code

331900861065

2021-2022 Enrollment

120

ESEA Accountability Designation (2021-2022):

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

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT #19
Total Public School Enrollment of Resident Students attending Charter	27%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter	-
Grades Served:	6-8
Address:	1962-84 LINDEN BLVD BROOKLYN NY 11207
Website:	www.campacharter.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BROOKLYN
Regent:	KATHLEEN M. CASHIN
Active Date:	7/1/2016
Authorizer:	NYS BOR
CEO:	GEORGE LEONARD
CEO Phone:	(347) 619-6800
CEO Email:	gleonard@campacharter.org
BOT President:	JOANNE CHALLENGER
BOT President Phone:	(917) 257-1970
BOT President Email:	joanne.challenger@campacharter.org
Institution ID:	800000082486

*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:	Vickie Smith
Performance Framework:	2019
Current Term:	7/1/21-6/30/23
2018-2019	Midterm
2019-2020	Check-in
2020-2021	Renewal
2021-2022	Midterm
2022-2023	Renewal

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

2022 CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	Does not meet 90% or 95% Confidence	0%	120	0
Student Survey (Grades 9-12)	Not Applicable	N/A	0	N/A
Teacher Survey	Does not meet 90% or 95% Confidence	0%	6	0

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

COLLEGIATE ACADEMY FOR MATHEMATICS AND PERSONAL AWARENESS CHARTER SCHOOL

2022 3-8 Assessments; 2021 4 Year Graduations

Collegiate Academy for Mathematics and Personal Awareness CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
Middle School	+/- 5	Brownsville Collegiate CS	+35	+48	+67	.	
		Collaborative Arts MS	+20	+40	+38	.	
		Cortland JHS	+24	+37	+18	.	
		IS 285 Meyer Levin	+20	+36	+67	.	
		IS 392	+1	+30	+20	.	
		Kenney MS	+33	+39	+7	.	
		Knickerbacker MS	+35	+43	+24	.	
		Lasalle Preparatory School	+25	+29	+67	.	
		MS 180 Dr Daniel Hale Williams	+7	+35	+67	.	
		Mont Pleasant MS	+44	+53	+58	.	
		Oneida MS	+34	+49	+46	.	
		Randall MS	+22	+25	+67	.	
		Solvay MS	+36	+36	+30	.	
		West MS	+27	+42	+30	.	
		Mean	+26	+39	+43	.	
	+/- 7.5	Arcadia MS	+29	+38	+48	.	
		Brooklyn East Collegiate CS	+14	+50	+67	.	
		Brooklyn Green School (The)	+16	+43	+44	.	
		Brooklyn Science and Engineering Academy	+7	+37	+13	.	
		Community Voices MS	+26	+48	+37	.	
		Cornerstone Academy for Social Action MS (Casa)	+31	+44	+67	.	
		East MS	+37	+48	+35	.	
		Gloversville MS	+33	+46	+25	.	
		Gregory B Jarvis MS	+28	+36	+18	.	
		IS 181 Pablo Casals	+3	+30	+54	.	
		IS 340	+5	+27	+21	.	
		IS 59 Springfield Gardens	+19	+38	+37	.	
		MS 101 Edward R Byrne	-10	+11	+12	.	
		One World MS At Edenwald	+20	+30	+67	.	
		Persell MS	+30	+36	+14	.	
		Queens United MS	+10	+29	+38	.	
		Redwood MS	+20	+34	+49	.	
		Science and Medicine MS (The)	+29	+42	+45	.	
		Thomas Jefferson MS	+26	+33	+8	.	
		Troy MS	+25	+36	+42	.	
		Wilbur H Lynch Literacy Academy	+38	+49	+44	.	
		Mean	+21	+37	+37	.	
		+/- 10	Bronx Alliance MS	+35	+49	+57	.
			Capital Preparatory Bronx CS	+4	+23	-4	.
	Catherine & Count Basie MS 72		+24	+38	+53	.	
	Central Park MS		+33	+49	+54	.	
	Cheektowaga MS		+35	+45	+43	.	
	Gaskill Preparatory School		+36	+45	+67	.	
	George Washington MS		+29	+40	+41	.	

12/16/2022

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

	Harold T Wiley School	+24	+30	+67	.
	Hawtree Creek MS	-1	+23	+27	.
	JHS 226 Virgil I Grisson	+22	+37	+36	.
	JHS 78 Roy H Mann	+11	+33	+39	.
	Johnson City MS	+21	+38	+24	.
	MS 113 Ronald Edmonds Learning Center	+20	+46	+47	.
	MS 61 Dr Gladstone H Atwell	+16	+30	+22	.
	Mott Hall IV	+17	+42	+67	.
	Pelham Gardens MS	+23	+34	+54	.
	Red Jacket MS	+20	+35	+43	.
	School of Integrated Learning (The)	+4	+24	+28	.
	Urban Institute of Mathematics	0	+21	+67	.
	Williamsburg Collegiate CS	-4	+7	+67	.
	Mean	+19	+35	+45	.
	Mean	+21	+37	+42	.

*See NOTES (1) and (11).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

COLLEGIATE ACADEMY FOR MATHEMATICS AND PERSONAL AWARENESS 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%

Collegiate Academy for Mathematics and Personal Awareness CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2016-2017	25%	0%	-	30%	23%	0%	-	27%
2017-2018	55%	23%	-	59%	37%	0%	-	42%
2018-2019	53%	17%	-	54%	30%	15%	-	30%
2021-2022	76%	44%	-	76%	65%	50%	-	66%

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

2022 NYSED Charter School Information Dashboard

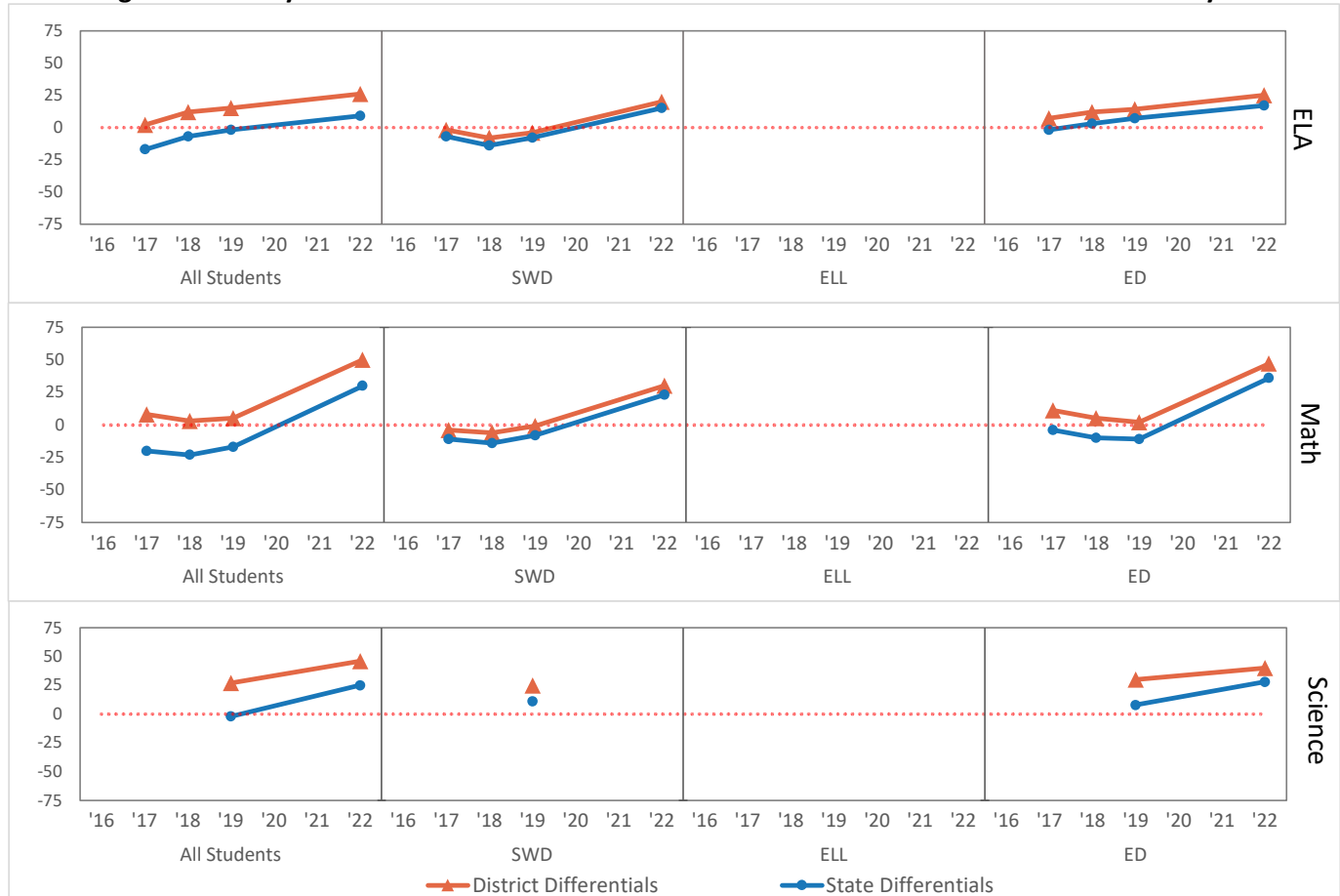
Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

Comparison of

Collegiate Academy for Mathematics and Personal Awareness Charter School and New York City CSD 19



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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

		ELA					Math					Science				
		Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	NYS	Differential to NYS	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	NYS	Differential to NYS	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	NYS	Differential to NYS
All Students	2016-2017	16%	14%	+2	33%	-17	20%	12%	+8	40%	-20	-	-	-	-	-
	2017-2018	38%	26%	+12	45%	-7	20%	17%	+3	43%	-23	-	-	-	-	-
	2018-2019	43%	28%	+15	45%	-2	26%	21%	+5	43%	-17	54%	27%	+27	56%	-2
	2021-2022	61%	35%	+26	52%	+9	64%	14%	+50	34%	+30	75%	29%	+46	50%	+25
SWD	2016-2017	0%	2%	-2	7%	-7	0%	4%	-4	11%	-11	-	-	-	-	-
	2017-2018	0%	8%	-8	14%	-14	0%	6%	-6	14%	-14	-	-	-	-	-
	2018-2019	6%	10%	-4	14%	-8	5%	6%	-1	13%	-8	40%	15%	+25	29%	+11
	2021-2022	33%	13%	+20	18%	+15	33%	3%	+30	10%	+23	-	-	-	-	-
ED	2016-2017	21%	14%	+7	23%	-2	24%	13%	+11	28%	-4	-	-	-	-	-
	2017-2018	38%	26%	+12	35%	+3	21%	16%	+5	31%	-10	-	-	-	-	-
	2018-2019	42%	28%	+14	35%	+7	22%	20%	+2	33%	-11	55%	25%	+30	47%	+8
	2021-2022	60%	35%	+25	43%	+17	61%	14%	+47	25%	+36	69%	29%	+40	41%	+28

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	NYS	Differential to NYS	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	NYS	Differential to NYS	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	NYS	Differential to NYS
Grade 6	2016-2017	16%	14%	+2	33%	-17	20%	12%	+8	40%	-20	-	-	-	-	-
	2017-2018	56%	30%	+26	49%	+7	22%	18%	+4	44%	-22	-	-	-	-	-
	2018-2019	56%	28%	+28	47%	+9	39%	22%	+17	47%	-8	-	-	-	-	-
	2021-2022	65%	38%	+27	57%	+8	61%	13%	+48	39%	+22	-	-	-	-	-
Grade 7	2017-2018	32%	22%	+10	40%	-8	19%	15%	+4	42%	-23	-	-	-	-	-
	2018-2019	23%	24%	-1	40%	-17	16%	20%	-4	44%	-28	-	-	-	-	-
	2021-2022	53%	31%	+22	48%	+5	58%	15%	+43	36%	+22	-	-	-	-	-
Grade 8	2018-2019	50%	33%	+17	48%	+2	26%	20%	+6	34%	-8	54%	27%	+27	56%	-2
	2021-2022	66%	37%	+29	50%	+16	71%	14%	+57	27%	+44	75%	29%	+46	50%	+25

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	NYS	Differential to NYS	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	NYS	Differential to NYS	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	NYS	Differential to NYS
Grade 6	2016-2017	0%	2%	-2	7%	-7	0%	4%	-4	11%	-11	-	-	-	-	-
	2021-2022	50%	16%	+34	22%	+28	40%	3%	+37	11%	+29	-	-	-	-	-
Grade 7	2017-2018	0%	7%	-7	12%	-12	0%	5%	-5	13%	-13	-	-	-	-	-
	2018-2019	0%	6%	-6	10%	-10	17%	5%	+12	13%	+4	-	-	-	-	-
	2021-2022	20%	11%	+9	16%	+4	25%	4%	+21	10%	+15	-	-	-	-	-
Grade 8	2018-2019	9%	14%	-5	15%	-6	0%	7%	-7	11%	-11	40%	15%	+25	29%	+11
	2021-2022	40%	11%	+29	17%	+23	40%	4%	+36	8%	+32	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	NYS	Differential to NYS	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	NYS	Differential to NYS	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	NYS	Differential to NYS
Grade 6	2016-2017	21%	14%	+7	23%	-2	24%	13%	+11	28%	-4	-	-	-	-	-
	2017-2018	50%	30%	+20	39%	+11	21%	18%	+3	32%	-11	-	-	-	-	-
	2018-2019	63%	27%	+36	37%	+26	41%	21%	+20	36%	+5	-	-	-	-	-
	2021-2022	64%	37%	+27	47%	+17	59%	12%	+47	27%	+32	-	-	-	-	-
Grade 7	2017-2018	34%	21%	+13	31%	+3	21%	15%	+6	30%	-9	-	-	-	-	-
	2018-2019	20%	24%	-4	31%	-11	12%	20%	-8	33%	-21	-	-	-	-	-
	2021-2022	56%	30%	+26	39%	+17	55%	14%	+41	25%	+30	-	-	-	-	-
Grade 8	2018-2019	48%	33%	+15	39%	+9	21%	19%	+2	29%	-8	55%	25%	+30	47%	+8
	2021-2022	60%	37%	+23	42%	+18	70%	15%	+55	22%	+48	69%	29%	+40	41%	+28

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

COLLEGIATE ACADEMY FOR MATHEMATICS AND PERSONAL AWARENESS CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	Collegiate Academy for Mathematics and Personal Awareness CS	NYS	Differential to NYS	Charter Total Tested	Collegiate Academy for Mathematics and Personal Awareness CS	NYS	Differential to NYS	Charter Total Tested	Collegiate Academy for Mathematics and Personal Awareness CS	NYS	Differential to NYS	Charter Total Tested	Collegiate Academy for Mathematics and Personal Awareness CS	NYS	Differential to NYS
Algebra I (Common Core)	2017-2018	12	83%	90%	-7	-	-	-	-	-	-	-	-	9	89%	81%	+8
	2018-2019	14	93%	89%	+4	-	-	-	-	-	-	-	-	10	90%	80%	+10
	2020-2021	8	100%	97%	+3	-	-	-	-	-	-	-	-	8	100%	94%	+6
	2021-2022	24	100%	81%	+19	-	-	-	-	-	-	-	-	18	100%	68%	+32
Global History	2020-2021	16	100%	100%	0	-	-	-	-	-	-	-	-	12	100%	100%	0
Global History Transition	2019-2020	14	100%	100%	0	-	-	-	-	-	-	-	-	9	100%	100%	0
Living Environment	2017-2018	18	100%	86%	+14	-	-	-	-	-	-	-	-	15	100%	77%	+23
	2018-2019	48	77%	85%	-8	9	56%	52%	+4	-	-	-	-	39	72%	76%	-4
	2019-2020	16	100%	100%	0	-	-	-	-	-	-	-	-	9	100%	100%	0
	2020-2021	14	100%	99%	+1	-	-	-	-	-	-	-	-	11	100%	98%	+2
	2021-2022	14	100%	77%	+23	-	-	-	-	-	-	-	-	10	100%	65%	+35
Physical Setting/ Physics	2020-2021	9	100%	100%	0	-	-	-	-	-	-	-	-	9	100%	100%	0
US History and Government	2018-2019	20	100%	72%	+28	-	-	-	-	-	-	-	-	14	100%	68%	+32
	2019-2020	16	100%	100%	0	-	-	-	-	-	-	-	-	10	100%	100%	0
	2020-2021	23	100%	100%	0	-	-	-	-	-	-	-	-	22	100%	100%	0

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

COLLEGIATE ACADEMY FOR MATHEMATICS AND PERSONAL AWARENESS CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Collegiate Academy for Mathematics and Personal Awareness CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	250	66	26%
2018-2019	375	109	29%
2019-2020	375	86	23%
2020-2021	375	89	24%
2021-2022	110	120	109%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District
2017-2018	26%	26%	0	5%	17%	-12	80%	93%	-13
2018-2019	23%	25%	-2	4%	18%	-14	75%	92%	-17
2019-2020	22%	25%	-3	0%	19%	-19	73%	93%	-20
2020-2021	19%	27%	-8	1%	21%	-20	87%	94%	-7
2021-2022	21%	26%	-5	2%	20%	-18	79%	93%	-14

*See NOTES (2) and (6).

*The 2020-2021 ELL enrollment for this charter school is under-represented due to a reporting error.

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District	Collegiate Academy for Mathematics and Personal Awareness CS	NYC CSD 19	Differential to District
2017-2018	72%	89%	-17	80%	86%	-6	75%	85%	-10	75%	88%	-13
2018-2019	82%	88%	-6	76%	86%	-10	67%	87%	-20	81%	88%	-7
2019-2020	82%	89%	-7	91%	88%	+3	100%	88%	+12	84%	89%	-5
2020-2021	84%	93%	-9	73%	92%	-19	-	-	-	82%	93%	-11
2021-2022	86%	84%	+2	70%	80%	-10	100%	84%	+16	83%	85%	-2

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

2022 NYSED Charter School Information Dashboard

Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.



Charter School Fiscal Accountability Summary

COLLEGIATE ACADEMY FOR MATHEMATICS AND PERSONAL AWARENESS CHARTER SCHOOL

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

2017-18	2018-19	2019-20	2020-21	2021-22
6-7	6-8	6-8	6-8	6-8
6-8	6-8	6-8	6-8	6-8
250	375	375	375	110
120	120	120	120	120
66	109	86	89	120

ASSETS

Current Assets

Cash and Cash Equivalents
Grants and Contracts Receivable
Prepaid Expenses
Other Current Assets

-	5,467	195,743	211,853	6,263
20,590	48,761	141,186	102,788	305,934
-	18,250	18,250	-	16,640
188,627	-	-	18,250	-
209,217	72,478	355,179	332,891	328,837

Non-Current Assets

Property, Building and Equipment, net
Restricted Cash
Security Deposits
Other Non-Current Assets

248,948	257,658	182,473	122,285	163,616
-	74,979	79,029	79,029	-
13,893	-	-	-	-
-	-	-	-	100,001

Total Non - Current Assets

Total Assets

262,841	332,637	261,502	201,314	263,617
472,058	405,115	616,681	534,205	592,454

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Payroll Taxes
Due to Related Parties
Refundable Advances
Other Current Liabilities

127,461	123,158	152,566	56,024	149,660
75,582	105,657	74,650	78,275	90,426
-	-	-	-	-
140,136	-	-	-	-
425	114,792	88,073	219,233	-
343,604	343,607	315,289	353,532	240,086

Total Current Liabilities

Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities

-	-	-	-	-
-	-	140,263	-	-
-	-	140,263	-	-

Total Long-Term Liabilities

Total Liabilities

343,604	343,607	455,552	353,532	240,086
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NET ASSETS

Unrestricted
Restricted

128,454	61,508	161,129	180,673	352,368
-	-	-	-	-

Total Net Assets

Total Liabilities and Net Assets

128,454	61,508	161,129	180,673	352,368
472,058	405,115	616,681	534,205	592,454

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income

981,502	1,604,635	1,369,003	1,502,025	1,804,414
61,259	82,621	152,610	151,016	241,010
180,000	180,000	99,103	120,000	480,000
-	-	64,056	109,225	562,216
74,257	119,120	51,843	-	-
-	-	-	-	250
1,297,018	1,986,376	1,736,615	1,882,266	3,087,890

Total Operating Revenue

EXPENSES

Program Services

Regular Education
Special Education
Other Expenses

949,426	1,387,641	1,021,901	1,172,243	1,896,831
210,045	249,967	222,735	244,280	426,213
-	-	-	-	-

Total Program Services

Supporting Services

Management and General
Fundraising

366,487	415,714	396,758	446,199	-
-	-	-	-	593,151

Total Support Services

Total Expenses

Surplus/Deficit from Operations

1,525,958	2,053,322	1,641,394	1,862,722	2,916,195
(228,940)	(66,946)	95,221	19,544	171,695

SUPPORT AND OTHER REVENUE

Interest and Other Income
Contributions and Grants
Fundraising Support
Other Support and Revenue

-	-	-	-	-
1,298	-	4,400	-	-
-	-	-	-	-
60,000	-	-	-	-
61,298	-	4,400	-	-

Total Support and Other Revenue

Change in Net Assets

Net Assets - Beginning of Year

Net Assets - End of Year

(167,642)	(66,946)	99,621	19,544	171,695
296,096	128,454	61,508	161,129	180,673
128,454	61,508	161,129	180,673	352,368

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue

19,652	18,224	20,193	21,149	25,732
929	-	51	-	-
20,581	18,224	20,244	21,149	25,732

Total Revenue

Expenses - Per Pupil

Program Services
Management and General, Fundraising

17,568	15,024	14,473	15,916	19,359
5,553	3,814	4,613	5,013	4,943

Total Expenses

% of Program Services

% of Management and Other

% of Revenue Exceeding Expenses

76.0%	79.8%	75.8%	76.0%	79.7%
24.0%	20.2%	24.2%	24.0%	20.3%
-11.0%	-3.3%	6.1%	1.0%	5.9%

FINANCIAL COMPOSITE SCORE

Composite Score
BENCHMARK and FINDING:
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 /
Needs Monitoring: -1.0 - 0.9

0.14	0.01	1.62	1.50	2.06
Needs Monitoring	Needs Monitoring	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio

(134,387)	(271,129)	39,890	(20,641)	88,751
0.6	0.2	1.1	0.9	1.4

BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

DEBT TO ASSET

Debt to Asset Ratio

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

0.7	0.8	0.7	0.7	0.4
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

Days of Cash

BENCHMARK and FINDING:

Ratio should be equal to or greater than 60 days

-	1.0	43.5	41.5	0.8
Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

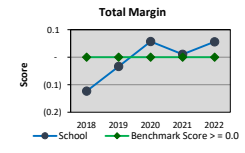
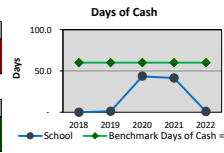
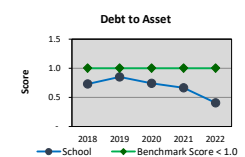
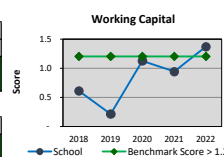
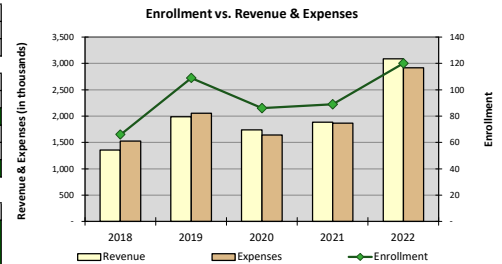
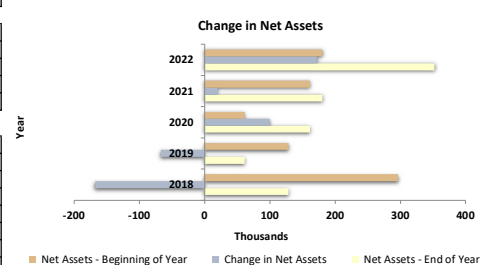
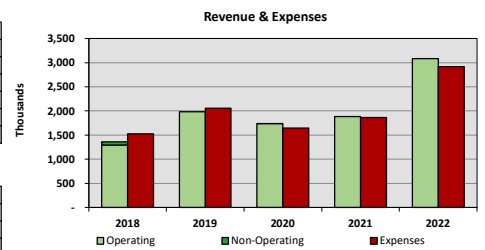
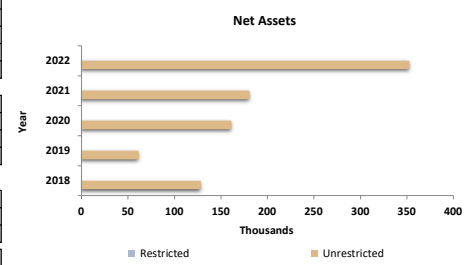
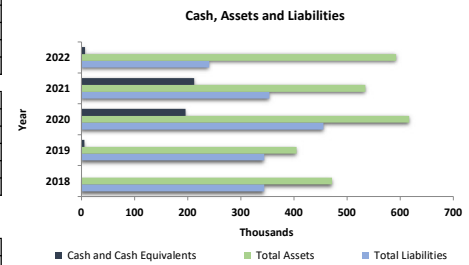
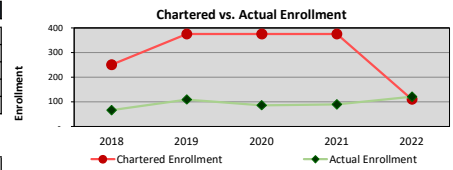
TOTAL MARGIN

Total Margin Ratio

BENCHMARK and FINDING:

Ratio should be equal to or greater than 0.0

(0.1)	(0.0)	0.1	0.0	0.1
Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard





NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

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

Prepared for Collegiate Academy for Mathematics and Personal
Awareness Charter School

NYS Education Department Charter School Office



Introduction

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

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

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

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

Sincerely,

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

David Frank
Executive Director, Charter Schools Office

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

Collegiate Academy for Mathematics and Personal Awareness CS Response n = 88 Response Rate = 98%

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	99%	87	22
	Somewhat Agree	18%	1,633	1%	1	-17
	Neither Agree nor Disagree	4%	331	0%	0	-4
	Somewhat Disagree	1%	96	0%	0	-1
	Strongly Disagree	1%	81	0%	0	-1
Q1b I am aware of the academic supports available to my child.	Strongly Agree	71%	6,563	99%	87	28
	Somewhat Agree	21%	1,916	1%	1	-20
	Neither Agree nor Disagree	4%	401	0%	0	-4
	Somewhat Disagree	2%	198	0%	0	-2
	Strongly Disagree	1%	127	0%	0	-1
Q1c The teaching quality at this school is very high.	Strongly Agree	72%	6,617	92%	81	20
	Somewhat Agree	20%	1,887	5%	4	-15
	Neither Agree nor Disagree	5%	443	2%	2	-3
	Somewhat Disagree	2%	154	1%	1	-1
	Strongly Disagree	1%	104	0%	0	-1
Q2a The school's discipline policy is clear.	Strongly Agree	72%	6,640	93%	82	21
	Somewhat Agree	17%	1,557	5%	4	-12
	Neither Agree nor Disagree	9%	792	1%	1	-8
	Somewhat Disagree	1%	122	0%	0	-1
	Strongly Disagree	1%	94	1%	1	0

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

Collegiate Academy for Mathematics and Personal Awareness CS Response n = 88 Response Rate = 98%

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	92%	81	25
	Somewhat Agree	18%	1,628	6%	5	-12
	Neither Agree nor Disagree	11%	1,058	2%	2	-9
	Somewhat Disagree	2%	159	0%	0	-2
	Strongly Disagree	2%	150	0%	0	-2
Q2c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6,147	95%	84	28
	Somewhat Agree	17%	1,574	2%	2	-15
	Neither Agree nor Disagree	13%	1,240	2%	2	-11
	Somewhat Disagree	1%	133	0%	0	-1
	Strongly Disagree	1%	111	0%	0	-1
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	95%	84	28
	Somewhat Agree	20%	1,835	3%	3	-17
	Neither Agree nor Disagree	9%	840	1%	1	-8
	Somewhat Disagree	2%	218	0%	0	-2
	Strongly Disagree	2%	187	0%	0	-2
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	91%	80	30
	Somewhat Agree	20%	1,873	7%	6	-13
	Neither Agree nor Disagree	15%	1,367	2%	2	-13
	Somewhat Disagree	2%	207	0%	0	-2
	Strongly Disagree	2%	188	0%	0	-2

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

Collegiate Academy for Mathematics and Personal Awareness CS Response n = 88 Response Rate = 98%

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	95%	84	19
	Somewhat Agree	15%	1,366	5%	4	-10
	Neither Agree nor Disagree	7%	677	0%	0	-7
	Somewhat Disagree	1%	95	0%	0	-1
	Strongly Disagree	1%	61	0%	0	-1
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	6,075	97%	85	31
	Somewhat Agree	20%	1,801	2%	2	-18
	Neither Agree nor Disagree	11%	1,018	1%	1	-10
	Somewhat Disagree	2%	193	0%	0	-2
	Strongly Disagree	1%	118	0%	0	-1
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	91%	80	26
	Somewhat Agree	21%	1,916	6%	5	-15
	Neither Agree nor Disagree	11%	1,026	3%	3	-8
	Somewhat Disagree	2%	160	0%	0	-2
	Strongly Disagree	1%	106	0%	0	-1
Q3d The school has high behavioral expectations for my child.	Strongly Agree	75%	6,923	97%	85	22
	Somewhat Agree	17%	1,570	3%	3	-14
	Neither Agree nor Disagree	6%	581	0%	0	-6
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	1%	74	0%	0	-1

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

Collegiate Academy for Mathematics and Personal Awareness CS Response n = 88 Response Rate = 98%

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	97%	85	28
	Somewhat Agree	19%	1,753	3%	3	-16
	Neither Agree nor Disagree	9%	827	0%	0	-9
	Somewhat Disagree	2%	152	0%	0	-2
	Strongly Disagree	1%	120	0%	0	-1
Q4b I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	77%	7,104	97%	85	20
	Somewhat Agree	15%	1,398	2%	2	-13
	Neither Agree nor Disagree	4%	354	0%	0	-4
	Somewhat Disagree	2%	204	0%	0	-2
	Strongly Disagree	2%	145	1%	1	-1
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	98%	86	18
	Somewhat Agree	14%	1,274	1%	1	-13
	Neither Agree nor Disagree	4%	325	1%	1	-3
	Somewhat Disagree	1%	119	0%	0	-1
	Strongly Disagree	1%	94	0%	0	-1
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	76%	7,029	98%	86	22
	Somewhat Agree	16%	1,508	2%	2	-14
	Neither Agree nor Disagree	5%	418	0%	0	-5
	Somewhat Disagree	2%	159	0%	0	-2
	Strongly Disagree	1%	91	0%	0	-1

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

Collegiate Academy for Mathematics and Personal Awareness CS Response n = 88 Response Rate = 98%

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	86%	76	33
	Somewhat Agree	20%	1,820	8%	7	-12
	Neither Agree nor Disagree	21%	1,970	5%	4	-16
	Somewhat Disagree	3%	288	0%	0	-3
	Strongly Disagree	2%	227	1%	1	-1
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	93%	82	38
	Somewhat Agree	19%	1,744	2%	2	-17
	Neither Agree nor Disagree	21%	1,970	3%	3	-18
	Somewhat Disagree	2%	211	1%	1	-1
	Strongly Disagree	2%	182	0%	0	-2
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	54%	4,989	92%	81	38
	Somewhat Agree	20%	1,803	5%	4	-15
	Neither Agree nor Disagree	19%	1,754	3%	3	-16
	Somewhat Disagree	4%	364	0%	0	-4
	Strongly Disagree	3%	295	0%	0	-3
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	15%	1,375	25%	22	10
	I occasionally attend board meetings	27%	2,477	22%	19	-5
	I know when board meetings take place, but do not attend	31%	2,808	43%	38	12
	I do not know when board meetings take place and I do not attend	28%	2,545	10%	9	-18

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

Collegiate Academy for Mathematics and Personal Awareness CS Response n = 88 Response Rate = 98%

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	100%	88	13
	No	4%	353	0%	0	-4
	I don't know the school's mission	10%	883	0%	0	-10
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	49%	43	-3
	Somewhat Agree	12%	1,073	3%	3	-9
	Neither Agree nor Disagree	7%	685	3%	3	-4
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	0%	46	0%	0	0
	Did not experience in-person learning	28%	2,586	44%	39	16
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	53%	47	-5
	Somewhat Agree	10%	953	2%	2	-8
	Neither Agree nor Disagree	6%	507	1%	1	-5
	Somewhat Disagree	0%	43	0%	0	0
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	43%	38	18
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	5%	4	-8
	Somewhat Agree	13%	1,191	1%	1	-12
	Neither Agree nor Disagree	11%	1,021	8%	7	-3
	Somewhat Disagree	7%	604	2%	2	-5
	Strongly Disagree	27%	2,455	31%	27	4
	Did not experience in-person learning	30%	2,748	53%	47	23

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

Collegiate Academy for Mathematics and Personal Awareness CS Response n = 88 Response Rate = 98%

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	Strongly Agree	23%	2,082	10%	9	-13
	Somewhat Agree	15%	1,419	7%	6	-8
	Neither Agree nor Disagree	13%	1,207	9%	8	-4
	Somewhat Disagree	7%	631	6%	5	-1
	Strongly Disagree	14%	1,301	17%	15	3
	Did not experience in-person learning	28%	2,565	51%	45	23
Q8a The school has provided me with help to support my child's remote learning.	Strongly Agree	69%	6,334	95%	84	26
	Somewhat Agree	19%	1,739	5%	4	-14
	Neither Agree nor Disagree	6%	552	0%	0	-6
	Somewhat Disagree	3%	256	0%	0	-3
	Strongly Disagree	2%	202	0%	0	-2
	Did not experience remote learning	1%	122	0%	0	-1
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	28%	2,552	31%	27	3
	Somewhat Agree	21%	1,913	10%	9	-11
	Neither Agree nor Disagree	11%	1,004	9%	8	-2
	Somewhat Disagree	12%	1,094	6%	5	-6
	Strongly Disagree	27%	2,529	44%	39	17
	Did not experience remote learning	1%	113	0%	0	-1

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

Collegiate Academy for Mathematics and Personal Awareness CS Response n = 88 Response Rate = 98%

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	24%	21	-18
	Somewhat Agree	25%	2,258	17%	15	-8
	Neither Agree nor Disagree	11%	974	7%	6	-4
	Somewhat Disagree	7%	656	9%	8	2
	Strongly Disagree	15%	1,381	43%	38	28
	Did not experience remote learning	1%	107	0%	0	-1
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	82%	72	17
	Somewhat Agree	22%	2,003	11%	10	-11
	Neither Agree nor Disagree	5%	479	1%	1	-4
	Somewhat Disagree	4%	388	5%	4	1
	Strongly Disagree	2%	227	1%	1	-1
	Did not experience remote learning	1%	85	0%	0	-1
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	95%	84	11
	Somewhat Agree	10%	928	2%	2	-8
	Neither Agree nor Disagree	3%	263	0%	0	-3
	Somewhat Disagree	1%	97	2%	2	1
	Strongly Disagree	1%	88	0%	0	-1
	Did not experience remote learning	1%	82	0%	0	-1
Q9a I have a clear idea how the school is educating my child.	Strongly Agree	67%	6,173	95%	84	28
	Somewhat Agree	24%	2,170	5%	4	-19
	Neither Agree nor Disagree	6%	508	0%	0	-6
	Somewhat Disagree	3%	234	0%	0	-3
	Strongly Disagree	1%	120	0%	0	-1

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All Charter Schools Response n = 9,205**

Collegiate Academy for Mathematics and Personal Awareness CS Response n = 88 Response Rate = 98%

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	Strongly Agree	39%	3,628	25%	22	-14
	Somewhat Agree	27%	2,507	13%	11	-14
	Neither Agree nor Disagree	15%	1,420	18%	16	3
	Somewhat Disagree	9%	867	26%	23	17
	Strongly Disagree	9%	783	18%	16	9
Q9c I am concerned about my child's social or emotional well-being.	Strongly Agree	35%	3,258	17%	15	-18
	Somewhat Agree	23%	2,123	14%	12	-9
	Neither Agree nor Disagree	14%	1,313	11%	10	-3
	Somewhat Disagree	10%	877	15%	13	5
	Strongly Disagree	18%	1,634	43%	38	25
Q9d I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	52%	4,773	67%	59	15
	Somewhat Agree	24%	2,249	18%	16	-6
	Neither Agree nor Disagree	15%	1,360	10%	9	-5
	Somewhat Disagree	5%	447	3%	3	-2
	Strongly Disagree	4%	376	1%	1	-3

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Collegiate Academy for Mathematics and Personal Awareness CS

OPEN1 Why did you choose this school for your child to attend?	A family member told me great things about the school, such as their rigorous program and support for their students.
	Advertising
	Because of the educational support
	Because the school have a high learning of skills.
	Because the staff members are very supportive to the black and brown community . Makes my children feel more comfortable when learning.
	Because they are the best in teaching and the treat the kids equally
	Because this school was highly recommended and it passed the level of education that I want my child obtain
	CAMPA offered the ideal social and emotional growth support my child needed. I was also thrilled to know my son would be receiving an academically rich and rigorous education that I identified with and would happily support.
	Campa provides the highest quality education for my child without the private school sticker price. They have high expectations for her and support her when and where she requires. Its small class size also allows her to receive more attention from her teachers - that's rare and important. Campa is a gem that I was lucky to discover.
	Elegi campa para mi hijo porque les apasiona la educación de mi hijo.
	Everything this school offers my child benefits from it the principal and teachers and staff members are very great with communicating with me and my child I love the way the principal runs his school
	Good educational school
	I attended a open house and like what the school had to offer students in the community.
	I attended a virtual open house and was excited by the opportunities and academic programs provided by the school.
	I attended the schools community event and was very intrigued by what the had to offer academically and supportively.
	I choose the school because I have heard so much good about the school
	I choose this Charter school because of there excellent curriculum. The teachers and staff always go above and beyond to educate each student.
	I choose this school because they are giving my child the opportunity to excel. The school covers him in all capacities and it has been beneficial for him.

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I choose this school for my child to attend because it is a very good school. I know my child is getting the best educational instructions from home. The teachers and staff support the kids especially during this difficult time. I could not of made a better choice when I chose this education village to shape my child mind and future.

I choose this school for my child to attend because of the rigorous curriculum and the high expectations expected for my child and I to meet.

I choose this school someone recommended it to me

I choose this this because it my highly recommended from a co-worker who graduated from a school that was her principal. The principal now operates this Charter school.

I chose the listed because it provides my son with a clear and supportive education. CAMPA encourages their student to push themselves for a better future, and they support the parents with anything we need.

I chose the school because of their curriculum for high school preparation and pre-college preparation. I also chose the school because of children get individual attention which I've noticed their grades have escalated greatly. So I appreciate the school and I'm very very happy with the staff and the faculty

I chose this school because after attending the orientation session I felt they would provide the best education for my child and their academic standards were amazing.

I chose this school because not only are they very good academically and make sure my children receive a great education they are there for the kids mentally and emotionally. They try to connect with the kids not only as students but as well as human beings

I chose this school cause what they speak about doing has happened I was told my child would have a better understanding of her academics an will preform greatly an all that has happen since I put my daughter in campa

I chose this school for better education for my child

I chose this school for my children to attend because it has the most developed remote learning program academically, with social emotional supports. During COVID, it is a full week and full day program that provides advanced academic material (Regents classes) within a nurturing environment.

I chose this school for my children to attend because it provides the most developed academic and social emotional support in this COVID learning environment. In addition, it has an advanced curriculum and necessary social emotional supports for my children to be successful.

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I feel like the school supports my child on an academic and social emotional. It is well rounded and I love the support they provide. The school sets high expectations and helps each and every child to succeed The staff is available and teaches according to the student needs, not what works best for them. This was one of the way decisions of my life.
I have done some research and have heard and seen amazing results with prior students.
I heard about this school from another parent. My son was having a hard time in his previous school but when he came to CAMPA I noticed the growth educationally, socially and emotionally. I believe this school changed his direction. Thank you CAMPA.
I live in the community
I live in the community and the parent of a former student recommended this school.
I live in the community and was a family friend of a former student recommended the school.
I sent my daughter to this school because they care about my daughter. They are always there for her when needed even on weekends.
I told the school for my grandson because of the curriculum small class size and personal enhancement program along with the mass of math and science program
I was attracted to the school's excellence in academics and attention to children. The staff works really hard to advance the kids in high school classes and exams. My own kids are improving each day since starting here.
I was looking for a school that had great teachers who actually care about my son. I was impressed with the principal and staff during the open house. They looked like they would really care. They were also very strict.
I was walking by the school one day and saw the students at the park and like what I saw.
It a great, and educational school.
It was recommended by a friend as a good school in the neighbourhood to send my child
It's a very good educational school. They care for every child and the communication is great
Lack of charter school in elementary level in Queens
My child have 3 years in that school for me it's a good school

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My daughter attends CAMPA. I enrolled my son because of the great progress of my daughter and the attention and patience that they showed her last year.
My little cousin graduated from CAMPA and my aunt gave it good feedback so I said I'll give it a chance
My little cousin was the first graduating class, I loved the curriculum and the way Dr. Leonard runs the school and works with the, students he's an amazing principal.
Porque es muy buena escuela y ayudan bastante con la disciplina y el aprendizaje de mi hermano
Principal Leonard was an administrator at my son's elementary school. I transferred him to Campa when I heard that the principal came to Campa.
So he can get a different learning and adjust to new classes
So many positive things have been said about the school.
Staff affiliation and I heard great things about the school such as the programs and opportunities.
Strong Academics
Supportive program
The Academic Level is high, the staff members from Principal down are very great and outstanding in building my child's future. I recommend the school to every parents.
The body of work of the Administration and their track record for success.
The curriculum, and the staff
The principal and staff are supportive and the curriculum is very good.
The principle and staff ate awesome
The programs attracted me and the staff were welcoming during virtual open house.
The proximity to home, connection to the teachers from his previous school, and the model offered by the staff.
The regents courses and credits is what attracted me to this school.
The school and staff also principal is very wonderful with the children learning and being concerned about their well being and has a good connection with the parents to make sure we all work as a team to get the children to learn their best in their school
The school has a very high repertation
The school is a great place for my child to be

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The schools overall mission statement is what drew me to the school. the level of commitment to my child's successful learning experience is awesome. we are extremely satisfied with CAMPA.

The staff and guidance given to the student's is phenomenal. My son has excelled in every way possible, and this school has held him to high standard. The remote learning program they have is just like being in a classroom and my son does not miss a beat. They challenge him to excel beyond his limits, and I appreciate every moment. Remote learning has allowed me to be more engaged in my sons learning and has allowed me to learn as well to better assist him when help is needed for homework. Campa has made me feel complete confident in the guidance from my son.

The staff and principle are greeeat

They challenge and bring out the best in my child.

They programs they offer are great.

This is a very well ground school and the teachers and staff are really involved with the students and parent

This school devote there time to my child 24hour seven days a week. This school supports my child's development an they provide a clean and safe environment for the kids.

This school is the best school my children have attended. My son graduated in 2020 and I wished they would've extended the high school last year. My daughter who is in the 7th grade is doing much better than she has in her last school. This school is very supportive and will help you in anyway possible.

This school offers a rigorous education coupled with high expectations for my child. I am very happy with the administration and educational leadership of the school.

This school was highly recommended to me as having strong academics and a very disciplined environment. My experience has proven this to be true. I made the best decision for my daughter.

This school was my first choice because of the leadership/administration of the school. I was also very impressed by the schools mission to ensure an academically rigorous environment for my child. I really appreciate their awareness of middle school children and I know that if they also expand to high school age, my child will definitely continue at the school because I'm sure that it will prepare him for college. I'm very satisfied with the school and I am very happy that I chose this school for my son. I am looking forward to him being in person.

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Collegiate Academy for Mathematics and Personal Awareness CS

	This school was recommended to me by a family member. I like their mission and approach to education. I like their holistic approach to educating young people. I also like the regents exam they offer o students in my community.
	To achieve excellent
	Was told by many people that it was a great school
	Well grounded staff with years of academic excellence under their belts. It was a great choice for my daughter.
	social media

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Collegiate Academy for Mathematics and Personal Awareness CS

OPEN2 Please use the box below if you have any additional comments or concerns regarding this school or click SUBMIT to submit your survey.	<p>As the parent of an 8th grader I fear that we won't find the same qualities in a high school. with more funding, Im sure CAMPA would be a great high school and wish we could stay to receive the next steps from this powerful, caring, yet small community of educators.</p>
	<p>Before entering CAMPA my daughter faced many challenges. She was socially inverted and struggling academically. The school counselor Ms. Brijadder really got her to come out of her shell. She loves school, she is drastically improving academically and I am grateful. The academic program, social and emotional support is by far the best we have experienced this far in my daughter's academic journey. They truly support the whole child. Remote learning is unorthodox but CAMPA do makes it feel esay, the staff, the teachers the administration are all good people who really care about truly educating students and supporting their growth and wellbeing beyond the academics.</p>
	<p>CAMPA Charter School has done an exceptional job in educating, motivating and supporting my son. They consistently show that they truly care about their students. My son is new to CAMPA and I couldn't ask for a better school especially during this pandemic and remote learning. The social-emotional support is greatly appreciated. The remote learning program is engaging and includes numerous academic support outlet, as well as social-emotional support. They communicate with me, made me feel welcomed to voice my concerns and always have my son's best interest at heart. Thank you CAMPA, thank you for extending your time to us on weekends and after hours.</p>
	<p>CAMPA has a great academic program, my boys love the school. I also appreciate their personalized where they take the time to actually know the students, know their needs and meet their needs.</p>
	<p>CAMPA has been a life saver for my son. They support the whole child and caters to not only their academic needs but their personal, social and emotional needs. I support this school 100 percent.</p>
	<p>CAMPA has proven to be a great school environment that not only prepares students academically but social, personally and emotionally for the future. They embody a holistic approach and truly embrace collaboration with the students, their families and the community. Thank you to the support team for taking interest in my son's wellbeing.</p>
	<p>CAMPA has really supported my child during this pandemic. The teachers are excellent and they meet with the classes everyday. Principal Leonard is a great principal. Mr. Gaston has helped my daughter with the laptop and staying in classes. I love the staff at this school.</p>
	<p>CAMPA is a great school with a quality program, small class sizes, high academic standards and social emotional support. I like their approach to education and their understanding of this generation of students/young people.</p>

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CAMPA is a school that has decided to go above and beyond. They truly have dedicated and determined faculty. The students are like a family. They are safe, they build relationships and they are learning to become global citizens. Please renew and extend the grades for the charter. You will not be disappointed

CAMPA is a school that works for my daughters. The staff is great. My children are really learning during remote learning. The school does a great job with communication. The counselor provides opportunities for the students to seek support, the teachers provide a lot of academic support, the leaders are always available for any situation or feedback. Everyone is great, wonderful environment.

CAMPA provides a rigorous and engaging program. The culture of the school is positive and inclusive. The staff, teachers and administrators are effective in their approach to not only educating students, but taking a personal approach, a holistic approach. They have a unique way of making students believe in themselves. My son has grown tremendously since entering this school. If they do get the 9th grade I would keep my son at CAMPA with great pleasure. They truly understand that one should consider and support the whole child when giving them the best possible opportunity to maximize their abilities. .

Campa is a great school and other schools should follow their model. It will be beneficial.

Campa is a great school for both of my children. The teachers are really good and have great relationships with the kids. The administrators listen to us and value our opinions and concerns. I can't say enough about the great things they have done for my children. It will be a sad day when they graduate from Campa.

Campa is the best

Campa is the best school that my children have attended. I wish that they could attend high school here.

Campa provides our children with a very high level of education. Their dedication to ungrad and grad school education is paramount. Very pleased with the executive leadership, teachers and staff.

Great school

I am looking forward to the next school year with CAMPA and happy to hear they might be expanding to a High School Level. This school has been most supportive to my children, even in a remote setting. They both improved since enrolling this current school year. I would definitely keep my children here for High School.

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I am very happy with the education that my son has recieved thus far at CAMPA, I look forward to him recieving in person learning in the summer or fall. I know that it will make a huge difference. Despite being remote, I feel that he has developed great work habits as well as a strong connection with the teachers and administrators. I really appreciate the academic rigor as well as the communication that this school provides. I would highly recommend this school to anyone looking for a middle school that will help catapult my son's academic career as he goes forward. I would definitely keep my son here if the school expands to high school.

I have never been this appreciative of a school this much before. I like their approach to education and discipline. I appreciate the academic rigor but more than that I appreciate that they support the children along the way. They support my daughter through out every obstacle academic and non academic.

I hope CAMPA remains in my child"s life!

I love CAMPA, and am happy we enrolled this year. My children have both made progress and I am looking forward to next year. In addition I am happy they might be expanding to a High School and would continue to keep them in CAMPA as they are learning advanced material.

I need my son to continue to grow with CAMPA.

I really am very impressed with this school, despite my child participating in remote learning, I am very happy that I chose this school it has been very rigorous and challenging for my son, however I am very happy with his progress. It has also been a pleasure that the administration has also been so open and willing to communicate with the parent body of the school as often as possible. I would highly recommend this school to any family and I look forward to great things from my son as he continues.

I really appreciate and love the rigorous program and student/family centered environment at CAMPA. They really care about the overall growth and development of the students. My daughter feels supported and is eager about achieving high scores on exams and quizzes. She has become very driven and motivated academically. I am hoping to keep her at CAMPA with hopes that the school is extended to high school. Great staff! Great academic program! Great support system! Great team! - Thank you all.

I support the mission of the school. They go above and beyond for the students and they are always available to us parents. My daughter feels supported and enjoys learning. The social-emotional support available at this school is much appreciated especially during this pandemic and stage of develop in the student's life. I really love their personal and direct approach.

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	I was blessed to have the opportunity to be a part of this school community. CAMPA is truly a diamond in the rough, where children in the community have access to quality education and a support staff.
	I would love for my children to continue learning in this type of environment if possible through high School
	I'm hoping this school can be a highschool because my son wants to go back he feels that they helped him along the way and they are there to support and make sure these children get a great education.
	Muy buena escuela
	My son came to this school with various personal, social and emotional issues. CAMPA has truly made a difference in his life. They directed us to resources, worked diligently with my family in supporting the needs of my son and never gave up on him. They believed in him and made him believe in himself.
	N/A
	No comments
	The academic standards and support provided at this school is exceptional. I would recommend this school to anyone with middle school students. I love the administrative staff and teachers.
	The administration of this school is very parent supportive and looks for parents input regularly.
	The people at Campa really care about children. The teachers are online everyday with my son in classes. They always contact me to let me know how he is doing in class. My son is actually excited to attend school for the first time. Ms. Brijadder meets with him to discuss the problems he has with school. His science teacher takes time to speak to the kids about what interests them. The assistant principal is always available to answer my questions even on Saturdays during the parent meetings. I am really pleased with this school.
	The school is the best.
	The school's program is rigorous and they provide the support, my son needs to meet their expectations. CAMPA is the reason my son enjoys learning and applies himself more than I have ever seen before. They are supportive and always available for me and my son.
	This school is very supportive and has high expectations for my child. They are accessible and work with the entire family to support my daughter. They not only have high expectations but they guide and support the students in accomplishing their goals, both personal and academic.
	great school!
	none

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All Charter Schools Response n = 2,412**

Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	75%	1,804	100%	5	25
	Somewhat Agree	19%	456	0%	0	-19
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	66%	1,602	80%	4	14
	Somewhat Agree	22%	528	0%	0	-22
	Neither Agree nor Disagree	8%	182	20%	1	12
	Somewhat Disagree	3%	66	0%	0	-3
	Strongly Disagree	1%	34	0%	0	-1
Q1c The school's curriculum is aligned vertically between grade levels.	Strongly Agree	59%	1,413	60%	3	1
	Somewhat Agree	28%	664	20%	1	-8
	Neither Agree nor Disagree	9%	219	20%	1	11
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	1%	33	0%	0	-1
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	60%	1,436	100%	5	40
	Somewhat Agree	29%	692	0%	0	-29
	Neither Agree nor Disagree	5%	130	0%	0	-5
	Somewhat Disagree	4%	108	0%	0	-4
	Strongly Disagree	2%	46	0%	0	-2

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Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	100%	5	39
	Somewhat Agree	24%	576	0%	0	-24
	Neither Agree nor Disagree	8%	196	0%	0	-8
	Somewhat Disagree	4%	101	0%	0	-4
	Strongly Disagree	2%	59	0%	0	-2
Q1f The school has a strong science curriculum.	Strongly Agree	42%	1,009	100%	5	58
	Somewhat Agree	27%	660	0%	0	-27
	Neither Agree nor Disagree	21%	509	0%	0	-21
	Somewhat Disagree	6%	135	0%	0	-6
	Strongly Disagree	4%	99	0%	0	-4
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	65%	1,572	80%	4	15
	Somewhat Agree	27%	650	20%	1	-7
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	34	0%	0	-1
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	60%	3	-1
	Somewhat Agree	31%	751	40%	2	9
	Neither Agree nor Disagree	4%	104	0%	0	-4
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	20	0%	0	-1

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Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	80%	4	17
	Somewhat Agree	28%	673	20%	1	-8
	Neither Agree nor Disagree	5%	110	0%	0	-5
	Somewhat Disagree	4%	90	0%	0	-4
	Strongly Disagree	1%	30	0%	0	-1
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	Strongly Agree	58%	1,405	100%	5	42
	Somewhat Agree	26%	634	0%	0	-26
	Neither Agree nor Disagree	6%	146	0%	0	-6
	Somewhat Disagree	7%	166	0%	0	-7
	Strongly Disagree	3%	61	0%	0	-3
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	64%	1,535	100%	5	36
	Somewhat Agree	23%	560	0%	0	-23
	Neither Agree nor Disagree	6%	154	0%	0	-6
	Somewhat Disagree	5%	111	0%	0	-5
	Strongly Disagree	2%	52	0%	0	-2
Q3a The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	69%	1,676	80%	4	11
	Somewhat Agree	25%	606	20%	1	-5
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	2%	37	0%	0	-2
	Strongly Disagree	1%	16	0%	0	-1

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All Charter Schools Response n = 2,412**

Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	1,623	100%	5	33
	Somewhat Agree	26%	633	0%	0	-26
	Neither Agree nor Disagree	4%	89	0%	0	-4
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	63%	1,508	100%	5	37
	Somewhat Agree	26%	632	0%	0	-26
	Neither Agree nor Disagree	6%	152	0%	0	-6
	Somewhat Disagree	4%	87	0%	0	-4
	Strongly Disagree	1%	33	0%	0	-1
Q3d The school modifies its academic program after using data measurements.	Strongly Agree	59%	1,419	80%	4	21
	Somewhat Agree	26%	631	20%	1	-6
	Neither Agree nor Disagree	8%	190	0%	0	-8
	Somewhat Disagree	5%	124	0%	0	-5
	Strongly Disagree	2%	48	0%	0	-2
Q3e The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	64%	1,555	100%	5	36
	Somewhat Agree	25%	614	0%	0	-25
	Neither Agree nor Disagree	6%	142	0%	0	-6
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	1%	25	0%	0	-1

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

Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	100%	5	28
	Somewhat Agree	16%	375	0%	0	-16
	Neither Agree nor Disagree	10%	238	0%	0	-10
	Somewhat Disagree	1%	30	0%	0	-1
	Strongly Disagree	1%	26	0%	0	-1
Q4b The school follows the NYSED approved identification process for English language learners.	Strongly Agree	68%	1,648	100%	5	32
	Somewhat Agree	17%	404	0%	0	-17
	Neither Agree nor Disagree	12%	296	0%	0	-12
	Somewhat Disagree	2%	38	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q4c The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	67%	1,606	100%	5	33
	Somewhat Agree	23%	553	0%	0	-23
	Neither Agree nor Disagree	5%	128	0%	0	-5
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	2%	42	0%	0	-2
Q4d The school provides supports to meet the academic needs for English language learners.	Strongly Agree	63%	1,520	100%	5	37
	Somewhat Agree	23%	560	0%	0	-23
	Neither Agree nor Disagree	8%	181	0%	0	-8
	Somewhat Disagree	4%	102	0%	0	-4
	Strongly Disagree	2%	49	0%	0	-2

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All Charter Schools Response n = 2,412**

Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	100%	5	28
	Somewhat Agree	19%	466	0%	0	-19
	Neither Agree nor Disagree	6%	148	0%	0	-6
	Somewhat Disagree	2%	49	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q4f The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	67%	1,627	100%	5	33
	Somewhat Agree	22%	533	0%	0	-22
	Neither Agree nor Disagree	7%	159	0%	0	-7
	Somewhat Disagree	3%	67	0%	0	-3
	Strongly Disagree	1%	26	0%	0	-1
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	55%	1,337	100%	5	45
	Somewhat Agree	27%	644	0%	0	-27
	Neither Agree nor Disagree	8%	199	0%	0	-8
	Somewhat Disagree	7%	157	0%	0	-7
	Strongly Disagree	3%	75	0%	0	-3
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	40%	2	8
	Somewhat Agree	30%	719	40%	2	10
	Neither Agree nor Disagree	15%	353	0%	0	-15
	Somewhat Disagree	15%	353	0%	0	-15
	Strongly Disagree	9%	211	20%	1	11

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Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q5c The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	50%	1,202	100%	5	50
	Somewhat Agree	22%	541	0%	0	-22
	Neither Agree nor Disagree	23%	547	0%	0	-23
	Somewhat Disagree	3%	75	0%	0	-3
	Strongly Disagree	2%	47	0%	0	-2
Q5d The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	51%	1,240	100%	5	49
	Somewhat Agree	27%	642	0%	0	-27
	Neither Agree nor Disagree	12%	301	0%	0	-12
	Somewhat Disagree	6%	136	0%	0	-6
	Strongly Disagree	4%	93	0%	0	-4
Q6a The school's discipline policy is clear.	Strongly Agree	54%	1,306	100%	5	46
	Somewhat Agree	29%	696	0%	0	-29
	Neither Agree nor Disagree	7%	178	0%	0	-7
	Somewhat Disagree	7%	169	0%	0	-7
	Strongly Disagree	3%	63	0%	0	-3
Q6b The school's discipline policy is fair to all students.	Strongly Agree	57%	1,371	100%	5	43
	Somewhat Agree	25%	601	0%	0	-25
	Neither Agree nor Disagree	10%	248	0%	0	-10
	Somewhat Disagree	6%	134	0%	0	-6
	Strongly Disagree	2%	58	0%	0	-2

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Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	80%	4	36
	Somewhat Agree	32%	766	20%	1	-12
	Neither Agree nor Disagree	12%	281	0%	0	-12
	Somewhat Disagree	9%	216	0%	0	-9
	Strongly Disagree	3%	82	0%	0	-3
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	100%	5	51
	Somewhat Agree	25%	595	0%	0	-25
	Neither Agree nor Disagree	14%	337	0%	0	-14
	Somewhat Disagree	7%	179	0%	0	-7
	Strongly Disagree	5%	113	0%	0	-5
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	62%	1,484	100%	5	38
	Somewhat Agree	25%	613	0%	0	-25
	Neither Agree nor Disagree	8%	185	0%	0	-8
	Somewhat Disagree	4%	89	0%	0	-4
	Strongly Disagree	2%	41	0%	0	-2
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	58%	1,409	100%	5	42
	Somewhat Agree	26%	626	0%	0	-26
	Neither Agree nor Disagree	9%	229	0%	0	-9
	Somewhat Disagree	5%	110	0%	0	-5
	Strongly Disagree	2%	38	0%	0	-2

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Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	100%	5	22
	Somewhat Agree	17%	409	0%	0	-17
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	1%	29	0%	0	-1
	Strongly Disagree	1%	18	0%	0	-1
Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	1,596	100%	5	34
	Somewhat Agree	24%	590	0%	0	-24
	Neither Agree nor Disagree	6%	141	0%	0	-6
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	1%	28	0%	0	-1
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	100%	5	39
	Somewhat Agree	27%	662	0%	0	-27
	Neither Agree nor Disagree	5%	130	0%	0	-5
	Somewhat Disagree	5%	110	0%	0	-5
	Strongly Disagree	2%	40	0%	0	-2
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	100%	5	33
	Somewhat Agree	22%	528	0%	0	-22
	Neither Agree nor Disagree	6%	134	0%	0	-6
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	39	0%	0	-2

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All Charter Schools Response n = 2,412**

Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	1,836	100%	5	24
	Somewhat Agree	20%	480	0%	0	-20
	Neither Agree nor Disagree	2%	59	0%	0	-2
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	0%	0	-1
Q7f There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	66%	1,600	100%	5	34
	Somewhat Agree	23%	554	0%	0	-23
	Neither Agree nor Disagree	6%	138	0%	0	-6
	Somewhat Disagree	4%	85	0%	0	-4
	Strongly Disagree	1%	35	0%	0	-1
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name Given	66%	1,597	100%	5	34
	Don't Know	34%	815	0%	0	-34
Q9 When is the last time you received a copy of the school's DASA policy?	This school year	61%	1,469	100%	5	39
	The previous school year	16%	381	0%	0	-16
	Prior to the previous school year	5%	121	0%	0	-5
	I'm not aware of any DASA policy	18%	441	0%	0	-18
Q10 When is the last time you received DASA training?	<1 year ago	48%	1,147	60%	3	12
	1-2 years ago	23%	549	40%	2	17
	3-4 years ago	11%	270	0%	0	-11
	>4 years ago	9%	214	0%	0	-9
	I've never received DASA training	10%	232	0%	0	-10
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	Name Given	49%	1,191	100%	5	51
	Don't Know	51%	1,221	0%	0	-51

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Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q11a The school provides opportunities for parent participation within the school community.	Strongly Agree	66%	1,601	100%	5	34
	Somewhat Agree	24%	579	0%	0	-24
	Neither Agree nor Disagree	6%	139	0%	0	-6
	Somewhat Disagree	3%	68	0%	0	-3
	Strongly Disagree	1%	25	0%	0	-1
Q11b Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	71%	1,721	100%	5	29
	Somewhat Agree	22%	528	0%	0	-22
	Neither Agree nor Disagree	4%	90	0%	0	-4
	Somewhat Disagree	2%	54	0%	0	-2
	Strongly Disagree	1%	19	0%	0	-1
Q11c The school uses many methods of communication with families.	Strongly Agree	81%	1,960	100%	5	19
	Somewhat Agree	15%	365	0%	0	-15
	Neither Agree nor Disagree	2%	48	0%	0	-2
	Somewhat Disagree	1%	27	0%	0	-1
	Strongly Disagree	0%	12	0%	0	0
Q11d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	73%	1,772	100%	5	27
	Somewhat Agree	18%	443	0%	0	-18
	Neither Agree nor Disagree	6%	134	0%	0	-6
	Somewhat Disagree	2%	39	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1

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Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	100%	5	34
	Somewhat Agree	22%	536	0%	0	-22
	Neither Agree nor Disagree	7%	175	0%	0	-7
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q11f The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	59%	1,425	100%	5	41
	Somewhat Agree	18%	437	0%	0	-18
	Neither Agree nor Disagree	20%	475	0%	0	-20
	Somewhat Disagree	2%	43	0%	0	-2
	Strongly Disagree	1%	32	0%	0	-1
Q12a The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	1,632	100%	5	32
	Somewhat Agree	23%	553	0%	0	-23
	Neither Agree nor Disagree	4%	106	0%	0	-4
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	54%	1,299	100%	5	46
	Somewhat Agree	24%	578	0%	0	-24
	Neither Agree nor Disagree	14%	335	0%	0	-14
	Somewhat Disagree	6%	144	0%	0	-6
	Strongly Disagree	2%	56	0%	0	-2

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Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	53%	1,276	100%	5	47
	Somewhat Agree	23%	552	0%	0	-23
	Neither Agree nor Disagree	17%	400	0%	0	-17
	Somewhat Disagree	5%	129	0%	0	-5
	Strongly Disagree	2%	55	0%	0	-2
Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	58%	1,409	100%	5	42
	Somewhat Agree	26%	624	0%	0	-26
	Neither Agree nor Disagree	8%	189	0%	0	-8
	Somewhat Disagree	6%	133	0%	0	-6
	Strongly Disagree	2%	57	0%	0	-2
Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	46%	1,106	100%	5	54
	Somewhat Agree	16%	393	0%	0	-16
	Neither Agree nor Disagree	32%	766	0%	0	-32
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	3%	71	0%	0	-3
Q13 How many total years of K-12 teaching experience do you have?	Less than 1 year	6%	146	0%	0	-6
	1-3 years	21%	513	20%	1	-1
	4-6 years	29%	711	20%	1	-9
	7-10 years	19%	466	40%	2	21
	More than 10 years	24%	576	20%	1	-4

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Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	0%	0	-25
	1-3 years	44%	1,065	80%	4	36
	4-6 years	22%	523	20%	1	-2
	7-10 years	6%	134	0%	0	-6
	More than 10 years	4%	88	0%	0	-4
Q15 How long have you been teaching in this school in your current subject area/teaching assignment?	Less than 1 year	19%	470	0%	0	-19
	1-3 years	42%	1,016	60%	3	18
	4-6 years	24%	584	20%	1	-4
	7-10 years	7%	180	0%	0	-7
	More than 10 years	7%	162	20%	1	13
Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	60%	1,439	80%	4	20
	Somewhat Agree	26%	625	20%	1	-6
	Neither Agree nor Disagree	6%	137	0%	0	-6
	Somewhat Disagree	5%	121	0%	0	-5
	Strongly Disagree	4%	90	0%	0	-4
Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	53%	1,273	80%	4	27
	Somewhat Agree	27%	658	20%	1	-7
	Neither Agree nor Disagree	7%	172	0%	0	-7
	Somewhat Disagree	8%	185	0%	0	-8
	Strongly Disagree	5%	124	0%	0	-5

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Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q16c The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	48%	1,154	80%	4	32
	Somewhat Agree	26%	639	20%	1	-6
	Neither Agree nor Disagree	12%	294	0%	0	-12
	Somewhat Disagree	8%	201	0%	0	-8
	Strongly Disagree	5%	124	0%	0	-5
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	56%	1,353	80%	4	24
	Somewhat Agree	24%	578	20%	1	-4
	Neither Agree nor Disagree	8%	189	0%	0	-8
	Somewhat Disagree	7%	166	0%	0	-7
	Strongly Disagree	5%	126	0%	0	-5
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	54%	1,304	80%	4	26
	Somewhat Agree	26%	635	20%	1	-6
	Neither Agree nor Disagree	10%	251	0%	0	-10
	Somewhat Disagree	6%	141	0%	0	-6
	Strongly Disagree	3%	81	0%	0	-3
Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	57%	1,370	100%	5	43
	Somewhat Agree	27%	657	0%	0	-27
	Neither Agree nor Disagree	8%	194	0%	0	-8
	Somewhat Disagree	5%	129	0%	0	-5
	Strongly Disagree	3%	62	0%	0	-3

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Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q17c The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	60%	1,446	80%	4	20
	Somewhat Agree	24%	575	20%	1	-4
	Neither Agree nor Disagree	8%	199	0%	0	-8
	Somewhat Disagree	5%	121	0%	0	-5
	Strongly Disagree	3%	71	0%	0	-3
Q18a The school has established procedures for effective collaboration among teachers.	Strongly Agree	62%	1,501	80%	4	18
	Somewhat Agree	27%	645	20%	1	-7
	Neither Agree nor Disagree	5%	125	0%	0	-5
	Somewhat Disagree	4%	92	0%	0	-4
	Strongly Disagree	2%	49	0%	0	-2
Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	65%	1,567	100%	5	35
	Somewhat Agree	26%	621	0%	0	-26
	Neither Agree nor Disagree	5%	129	0%	0	-5
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	2%	38	0%	0	-2
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	58%	1,391	100%	5	42
	Somewhat Agree	25%	607	0%	0	-25
	Neither Agree nor Disagree	7%	171	0%	0	-7
	Somewhat Disagree	6%	136	0%	0	-6
	Strongly Disagree	4%	107	0%	0	-4

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Collegiate Academy for Mathematics and Personal Awareness CS Response n = 5

		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	100%	5	37
	Somewhat Agree	24%	573	0%	0	-24
	Neither Agree nor Disagree	6%	145	0%	0	-6
	Somewhat Disagree	5%	123	0%	0	-5
	Strongly Disagree	2%	57	0%	0	-2
Q18e The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	64%	1,554	100%	5	36
	Somewhat Agree	22%	537	0%	0	-22
	Neither Agree nor Disagree	9%	219	0%	0	-9
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q18f The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	57%	1,365	100%	5	43
	Somewhat Agree	22%	529	0%	0	-22
	Neither Agree nor Disagree	16%	390	0%	0	-16
	Somewhat Disagree	3%	71	0%	0	-3
	Strongly Disagree	2%	57	0%	0	-2
Q19 How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	45%	1,077	80%	4	35
	Somewhat Agree	33%	804	20%	1	-13
	Neither Agree nor Disagree	10%	244	0%	0	-10
	Somewhat Disagree	7%	180	0%	0	-7
	Strongly Disagree	4%	107	0%	0	-4

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		All Charter Schools		Collegiate Academy for Mathematics and Personal Awareness CS		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	Well organized	78%	1,878	100%	5	22
	Well attended	83%	2,012	80%	4	-3
	Focused on relevant content	70%	1,696	80%	4	10
	Recognized by all faculty as valuable	45%	1,092	80%	4	35
	None of the above	2%	60	0%	0	-2
Q21 Please select all types of meetings where faculty members collaborate with one another.	Team meetings	94%	2,271	60%	3	-34
	Department meetings	76%	1,834	80%	4	4
	Staff meetings	86%	2,081	100%	5	14
	Informal planning time	78%	1,892	80%	4	2
	Teacher/professional leadership meetings	73%	1,764	100%	5	27
	Other	9%	226	40%	2	31

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Open End Responses**

Collegiate Academy for Mathematics and Personal Awareness CS

Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:	Academically rigorous lessons are delivered by presenting above grade level material and asking critical thinking questions after discussion of concepts have been presented.
	An academically rigorous lesson in my classroom has multiple components. Some of those components include a differentiated lesson with visual aides such as videos and maps to assist students understanding of the topics at hand.
	An academically rigorous lesson in my classroom reflects differentiated learning, clear standards and objectives are expressed and assessments to observe the level of student understanding.
	In my classroom, an academic rigorous lesson begins with assessing what skills students have mastered related to accomplishing the objectives of the lesson. I will then begin where a majority of my students levels originate and throughout the lesson facilitate a process that aggressively but methodically raises the skill levels of my students to match the expectations of the standards and level of complexity of the terminating examinations. My middle school students are expected to reach high school level mastery as they matriculate from grades 6 to 8. I give almost individualized but certainly small group support to them as they elevate to the higher levels of complex understandings.
	Reading high level text across genres in order to compare and contrast ideas by multiple authors in order to express connections similarities and differences between topics found in fiction and non fiction texts accurately and thoroughly. Partner reading after skill driven mini lessons, academic discourse involving high level questioning provoking critical thought, finishing with an independent writing task in which students must cite evidence and provide sources.

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Q2_Open2 Explain how you differentiate instruction for students in your classes:

Differentiated instruction is presented in various ways, in some cases we chunk down concepts and assignments, demonstrating with visual aids during and after lessons, multiple ways of presenting information (including rephrasing) and when possible allowing students to share board and demonstrate / similar to coming up to whiteboard in classroom.

Differentiating text, splitting the class and providing separate tasks based on data, which build the skills needed for each students to perform on grade level and beyond.

Differentiation even in the most homogenous groupings is a necessary component of any instructional approach. Though I may, based on past performance, anticipate which students may have an increased difficulty with particular areas of the curricula, student progress and checks for understanding are assessed during each lesson. Based on this regular process, I employ additional approaches and instructional modalities to assist with student understanding including but not limited to group work with individual and group tasks that facilitate cooperative learning, various media presentations, continuous spiraling, hands-on assignments and manipulatives, other similar devices. Each child is presented with the opportunity to meet the rigorous expectations of the course but as a comfortable individual pace.

I collaborate with the Special Education coordinator along with Mr. Leonard & Gaston to optimize lessons by using diagrams, key word differentiation, anecdotal etc.

I differentiate instruction in my classroom in a multitude of ways. I consistently test students verbally with questions and answers about subject material. I also implement the use videos and other other visual aides for my students who are visual learners. For my ESL students I translate and truncate words and terms so students can understand their messages and meanings.

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Q3_Open How do you use data in your classroom to guide instruction?	Assessment results facilitate reteaching of lesson threads where the majority of the class have not performed well. It also drives small group instruction on specific needs per student.
	Data is used to drive instruction because it influences how the lessons are taught, what is reiterated upon, expounded upon, what needs to be repeated etc. Students teach us how to teach them.
	I use data in my classroom to gage students' responses both correct a d incorrect. I do this primarily because it tells me what needs to be re-taught and what concepts they understand.
	I use my data to group students, plan targeted skill lessons, choose texts for students, and create works based on skills needed.
	I utilize various approaches of collecting the data instrumental to my lessons. Data collection occurs through various forms each day including do now assignments targeted for review and assessment of prerequisite skills, questioning of students during the lesson, individual and group assignments during the lesson, student questions during the lesson, quizzes, exit tickets, homework assignments and projects and unit, benchmark and state examinations. The classroom data is used even during the lesson to drive my objectives from key point to key point. They inform me as to the effectiveness of my instruction in real-time. Homework and overnight assignments provide information that drives next day lessons. However, less frequent assessments measure the effectiveness of instruction as well as student understanding which will assists with instructional approaches and interventional options such as tutorial and additional supports.

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<p>Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.</p>	<p>Our school has a comprehensive approach to raising and addressing our discipline concerns. Each year I have been here, the administration reviews and trains us in how to report and navigate disciplinary concerns. Given our small environment, each administrator is available to hear our concerns. However, we are required to follow the protocol which includes, reporting and describing our concern on a Google form that is forwarded to the Dean and School Counselor. One or both will then speak with us about the report. Sometimes we are asked to meet with the Academic Intervention Team with the child - and at times, with the parents as well. We discuss the issue and propose an approach to address the concern in the future. Sometimes there are disciplinary actions taken against the child. If necessary, we will have follow-up meetings in a couple of weeks where student progress is assessed. We also hold weekly staff meetings with the administration during which student concerns may also be introduced.</p>
	<p>Protocol on discipline starts with Homeroom teacher present within each classroom, issues if not resolved are elevated to the Dean and then if not resolve or necessary they are brought to AIS Team which is comprised of Principal, Director of Operations, SpEd Coordinator, Guidance Counselor, Dean and parent if necessary.</p>
	<p>Staff utilizes 'Slack,' as well as a shared 'Google Form,' to raise disciplinary concerns.</p>
	<p>Teachers have a clear method by which to address behavior concerns at CAMPA. The dean has consistently laid out the behavior policies for both students and staff and during PDs we are reminded of appropriate ways to de-escalate potentially negative situations in the classroom.</p>
	<p>shared documents, staff meetings</p>

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Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."	CAMPA has a no tolerance policy on bullying. Students who are found to be builds face disciplinary concepts that can possibly lead to expulsion.
	No tolerance, so any surfacing is immediately run to Principal / AIS Team.
	The school guidance staff and teachers address bullying, etc. by providing resources, holding sessions to mediate with students, having strong relationships with students and their families.
	The school implements and upholds a zero tolerance attitude toward bullying.
	This approach is identical to question #11 with the exception that the matter is rapidly elevated to the full administration and parents. If not the same day, all parents and children involved are required to meet the next day regarding the matter. The school counselor is typically involved in these sessions. She also holds group meetings with the students involved in these sort of issues.

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Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:

All students at CAMPA have access to trauma and grief council. I have seen many times Mrs. Brijadder council and help students who are experiencing extreme difficulties in the personal lives.

Daily Survey on Mood Thermometer, At Risk Counseling and AIS team support.

Providing support to individuals and groups of students in their academics during recitation hours, office hours, and tutoring hours.

School provides support in collaboration with 'Tomorrow's Leaders,' program and holds weekly sessions with students.

Several times a week, students are asked about their mood with the Mood Meter Check during Homeroom. Students of concern are reported to the school counselor. We are asked by the administration to report any students whose mood appears to have changed for the worse or are of concern. The school counselor holds group and individual meetings with students regarding their emotional states, especially during the pandemic. Surveys were given to our parents in the beginning and middle of the year to assess their concerns so the school can devise approaches to addressing them. Even a partner organization has been working with the school to provide support to students - and staff.

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Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.

Lesson plan criteria checks, performance evaluations by administrations, analyzing data, analysis of student work.

Principal Leonard will schedule a day and time to come observe me. Prior to the observation, I am required to complete a pre-observation form that asks about my lesson. He and I will meet to review the pre-observation form while he asks about my lesson. After he observes my lesson, we will meet to review the strengths and weaknesses of my lesson. He will then tell me what to work on and approaches to do so. Finally, he will schedule another observation to assess if I improved.

Teachers are regularly evaluated by having lesson plans checked and refined, in class sessions are observed and followed by meetings with faculty to discuss and improvements that can be made.

The teacher evaluation process at CAMPA accesses a teacher's ability to execute lessons effectively. The evaluation is also designed to insure students are learning from said teacher. After formal observations teachers meet with the Principal and discuss what was observed and next steps on improvement of performance.

Uses a Charlotte Daniels Model, regular ongoing informal observations, and formal observations.

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Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.

Feedback is solicited during weekly staff meetings, staff surveys, during one-on-one meetings with the principal and assistant principal, and professional development sessions.

School leadership at CAMPA definitely welcomed staff feedback and uses this feedback to make improvements.

Staff are allowed to openly communicate via weekly meetings and PDs and coordinate ideas and suggestions.

We have an open door policy.

surveys, one- on- ones with administration

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Q22_Open Describe your understanding of the mission and key design elements of the school:	<p>CAMPA is a middle school that presents opportunities for students to accelerate into high school level courses and credits. Though it emphasizes in mathematics, it has expanded to various other subjects. CAMPA also nurtures the personal, social and emotional growth of our students and families.</p>
	<p>CAMPA's mission is to connect with and motivate each child to succeed by giving them the tools necessary to access the skills and developmental benchmarks needed to guide them to mastery. The staff is committed to the wellbeing and success of each child academically as well as socially. The students at CAMPA achieve above and beyond because of their dedication, as well as the values and knowledge instilled in them by their families and teachers. Staff, administration, teachers, students, and families work together to encourage the determination and consistency needed to build the confidence within students across all disciplines and grade levels.</p>
	<p>It is my understanding that the staff and faculty are focused on the academic success and personal betterment of all students; by any means necessary.</p>
	<p>Our mission is to holistically develop each student to become leaders in society and make the solid students for HS and College early on.</p>
	<p>The mission of CAMPA is to simply get students to college with a special and unique focus on Mathematics and Personal awareness.</p>

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Q23_Open Please use this space to provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.	<p>CAMPA is a great school. I love teaching at CAMPA. I do think the school's charter should be renewed and that CAMPA should be expanded to 9th grade.</p>
	<p>This school is the first for me that appears to truly care about the growth of children and the entire school community. Principal Leonard and Mr. Gaston have high expectations of everyone but they work hard to help us meet those goals. I believe in them because they believe in me.</p>
	<p>We are a dedicated caring team who work in unison to create consistency of high expectations. WE customize learning needs and utilize the strengths of each other to teach each child. Because we are skilled in different areas and some overlap we are able to address the many needs of our students.</p>